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GA EXPENSE REIMBURSEMENT AND CREDIT CARDS

Staff use of a district credit card shall be confined to necessary school business. The board shall annually prescribe limits and restrictions on the use of credit cards and shall monitor monthly receipts and reimbursement expenses. Credit card use shall be reported monthly to the board. Expenses for district travel in personal vehicles or extended travel incurred in the performance of official duties shall be reimbursed in accordance with the provisions of GAN.

Approved: 02/06/2012

GAA Goals and Objectives

GAA

(See BDA, CM, and JA)

The goal of the personnel policies set forth in this policy section is to create the best possible educational climate for the students of the school district. To this end, these personnel policies are designed to prevent misunderstanding by the district's personnel of their duties, responsibilities, and privileges.

All employees shall follow all applicable board policies, rules, regulations, and supervisory directives.

All personnel handbooks shall be approved by the board and adopted, by reference, as a part of these policies and rules.

Approved: 07/11/2022

GAAA Equal Employment Opportunity and Nondiscrimination GAAA

The board shall hire all employees on the basis of ability and the district's needs.

The district is an equal opportunity employer and shall not discriminate in its employment practices and policies with respect to hiring, compensation, terms, conditions, or privileges of employment because of an individual's race, color, national origin, religion, sex, age, disability, or genetic information. Discrimination on any of these characteristics will not be tolerated. The district will make reasonable accommodations to applicants and employees who need them for medical or religious reasons, as required by law.

Inquiries regarding compliance may be directed to (position, address, phone number of the district compliance coordinator) or to:

Equal Employment Opportunity Commission
Gateway Tower II
400 State Ave., Suite 905
Kansas City, KS 66101
(913) 551-5655
kansascityintake@eeoc.gov

or

Kansas Human Rights Commission
900 SW Jackson, Suite 568-S
Topeka, KS 66612-1258
(785) 296-3206
khrc@ks.gov

or

United States Department of Education
Office for Civil Rights
One Petticoat Lane
1010 Walnut Street, Suite 320
Kansas City, Missouri 64106
(816) 268-0550
OCR.KansasCity@ed.gov

Approved: 08/12/2019

Complaints of Discrimination

GAAB

(See GAAC, GAACA, JDDC, JGEC, JGECA, KN, and KNA)

The district is committed to maintaining a working and learning environment free from discrimination, insult, intimidation, and harassment due to race, color, national origin, religion, sex, age, genetic information, or disability.

Discrimination against any individual on the basis of race, color, national origin, sex, disability, age, genetic information, or religion in the admission to, access to, treatment, or employment in the district's programs and activities is prohibited. (Position, address, email address, and phone number of the district compliance coordinator) has been designated to coordinate compliance with nondiscrimination requirements contained in Title VI and Title VII of the Civil Rights Act of 1964 (with the exception of discrimination on the basis of sex), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, the Personal Responsibility Work Opportunity Reconciliation Act of 1996, and the Food Stamp Act of 1977, as amended.

Complaints regarding alleged discrimination on the basis of sex, as prohibited by Title IX of the Education Amendments of 1972 and other federal and state laws regulating such discrimination and discriminatory harassment, shall be handled in accordance with the procedures outlined in board policies GAAC and JGEC and shall be directed to the Title IX Coordinator at (Position or name, address, email address, and phone number of Title IX Coordinator). More information may be obtained on discrimination on the basis of sex by contacting the Title IX Coordinator.

Complaints alleging discrimination in child nutrition programs offered by the district shall be handled in accordance with the procedures outlined in board policy KNA, and more information may be obtained on procedures for filing such a complaint by contacting the district compliance coordinator.

Unless otherwise provided in board policy, general complaints, those not alleging acts of discrimination, will be resolved using the district's general complaint procedures in policy KN.

Any employee who engages in discriminatory, harassing, or retaliatory conduct shall be subject to disciplinary action, up to and including termination.

Except as otherwise provided in this policy and board policies GAAC, JGEC, and KNA, any incident of discrimination in any form shall promptly be reported to an employee's immediate supervisor, the building principal, or the district compliance coordinator for investigation and corrective action by the building or district compliance officer. Complaints alleging discriminatory and/or harassing conduct on the part of the superintendent shall be addressed to the board of education.

Except as otherwise provided in board policy regarding complaints of discrimination on the basis of sex or regarding child nutrition programs, complaints about discrimination, including complaints of harassment, will be resolved through the following complaint procedures:

Informal Procedures

The building principal shall attempt to resolve complaints of discrimination or harassment in an informal manner at the building level. Any school employee who receives a complaint of such discrimination or harassment from a student, another employee, or any other individual shall inform the individual of the employee's obligation to report the complaint and any proposed resolution of the complaint to the building principal. The building principal shall discuss the complaint with the individual to determine if it can be resolved. If the matter is resolved to the satisfaction of the individual, the building principal shall document the nature of the complaint and the proposed resolution of the complaint and forward this record to the district compliance coordinator. Within 20 days after the complaint is resolved in this manner, the principal shall contact the complainant to determine if the resolution of the matter remains acceptable.

If the matter is not resolved to the satisfaction of the individual in the meeting with the principal, or if the individual does not believe the resolution remains acceptable, the individual may initiate a formal complaint.

Formal Complaint Procedures

- A formal complaint shall be filed in writing and contain the name and address of the person filing the complaint. The complaint shall briefly describe the alleged violation. If an individual does not wish to file a written complaint, and the matter has not been adequately resolved through the informal procedures described herein, the building principal may initiate the complaint. Forms for filing written complaints are available in each school building office and the central office.
- A complaint should be filed as soon as possible after the conduct occurs but not later than 180 days after the complainant becomes aware of the alleged violation, unless the conduct forming the basis for the complaint is ongoing.
- If appropriate, an investigation shall follow the filing of the complaint. If the complaint is against the superintendent, the board may appoint an investigating officer. In other instances, the investigation shall be conducted by the building principal, the compliance coordinator, or another individual appointed by the board or the superintendent. The investigation shall be informal but thorough. The complainant and the respondent will be afforded an opportunity

to submit written or oral evidence relevant to the complaint and to provide names of potential witnesses who may have useful information.

- A written determination of the complaint's validity and a description of the resolution shall be issued by the investigator, and a copy shall be forwarded to the complainant and the respondent within 30 days after the filing of the complaint. If the investigator anticipates a determination will not be issued within 30 days after the filing of the complaint, the investigator shall provide written notification to the parties including an anticipated deadline for completion. In no event shall the issuance of the written determination be delayed longer than 10 days from the conclusion of the investigation.
 - If the investigation results in a recommendation that a student be suspended or expelled, procedures outlined in board policy and state law governing student suspension and expulsion will be followed.
 - If the investigation results in a recommendation that an employee be suspended without pay or terminated, procedures outlined in board policy, the negotiated agreement (as applicable), and state law will be followed.
- Records relating to complaints filed and their resolution shall be forwarded to and maintained in a confidential manner by the district compliance coordinator.

Formal Complaint Appeal

- The complainant or respondent may appeal the determination of the complaint.
- Appeals shall be heard by the district compliance coordinator, a hearing officer appointed by the board or the superintendent, or by the board itself.
- The request to appeal the resolution shall be made within 20 days after the date of the written determination of the complaint at the lower level.
- The appeal officer shall review the evidence gathered by the investigator at the lower level and the investigator's report and shall afford the complainant and the respondent an opportunity to submit further evidence, orally or in writing, within 10 days after the appeal is filed.
- The appeal officer will issue a written determination of the complaint's validity on appeal and a description of its resolution within 30 days after the appeal is filed.

If it is determined at any level that discrimination or harassment has occurred, the district will take prompt, remedial action to prevent its reoccurrence. The district prohibits retaliation or discrimination against any person for opposing discrimination, including harassment; for participating in

the complaint process; or making a complaint, testifying, assisting, or participating in any investigation, proceeding, or hearing.

Use of this complaint procedure is not a prerequisite to the pursuit of any other remedies including the right to file a complaint with the Office for Civil Rights of the U.S. Department of Education, the Equal Employment Opportunity Commission, or the Kansas Human Rights Commission.

Approved: 02/13/2023

GAAC Sexual Harassment (See GAF and JGEC)

GAAC

The board of education is committed to providing a positive and productive working and learning environment, free from discrimination on the basis of sex, including sexual harassment. The district does not discriminate on the basis of sex in admissions, employment, or the educational programs or activities it operates and is prohibited by Title IX from engaging in such discrimination. Discrimination on the basis of sex, including sexual harassment, will not be tolerated in the school district. Discrimination on the basis of sex of employees or students of the district in any district education program or activity is strictly prohibited.

Sexual harassment is unlawful discrimination on the basis of sex under Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Kansas Act Against Discrimination. All forms of sexual harassment are prohibited at school, on school property, and at all school-sponsored activities, programs, or events within the United States. It shall be a violation for any employee to discourage a student or another employee from filing a complaint, or to fail to investigate or refer for investigation, any

complaint lodged under the provisions of this policy. Violation of this policy by any employee shall result in disciplinary action, up to and including termination.

Sexual harassment shall include conduct on the basis of sex involving one or more of the following: (1) A district employee conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcomed sexual conduct; (2) unwelcomed conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's educational program or activity; or (3) sexual assault, dating violence, domestic violence, or stalking.

Sexual harassment may result from verbal or physical conduct or written or graphic material. Sexual harassment may include but is not limited to: verbal harassment or abuse of a sexual nature; pressure for sexual activity; repeated remarks to a person with sexual or demeaning implication; unwelcome touching; or suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning an employee's job status.

The district encourages all victims of sexual harassment and persons with knowledge of such harassment to report the harassment immediately. Complaints of sexual harassment will be promptly investigated and resolved. Any person may make a verbal or written report of sex discrimination by any means and at any time.

(Position or name, address, email address, and phone number of the Title IX Coordinator) has been designated to coordinate compliance with nondiscrimination requirements contained in Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 regarding discrimination on the basis of sex, and the Kansas Act Against Discrimination. Information concerning the provisions of these Acts, and the rights provided

thereunder, are available from the Title IX Coordinator. Inquiries about the application of Title IX to the district may be referred to the Title IX Coordinator; to the Assistant Secretary for Civil Rights at the U.S. Department of Education, Office of Civil Rights, 400 Maryland Avenue, SW, Washington D.C. 20202-1100, (800)421-3481, or at OCR@ed.gov; or both.

Response to Harassment Complaints

The district takes all reports of sexual harassment seriously and will respond meaningfully to every report of discrimination based on sex, including sexual harassment, of which the district has actual knowledge. Employees who believe they have been subjected to sexual harassment should discuss the problem with their immediate supervisor. If an employee's immediate supervisor is the alleged harasser, the employee should discuss the problem with the building administrator or the Title IX Coordinator. All employees receiving reports of alleged sexual harassment shall notify the Title IX Coordinator.

Definitions

The following definitions apply to the district in responding to complaints of sexual discrimination including sexual harassment as defined by Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Kansas Act Against Discrimination.

The "complainant" means an individual who is alleged to be a victim of conduct that could constitute sexual harassment.

"Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved.

The “decision-maker” reviews all the evidence and prepares an impartial written responsibility determination as to whether the alleged conduct occurred and provides an opportunity for the parties and their representatives to prepare written questions to be answered by the other party. The decision-maker shall not be the Title IX Coordinator or investigator.

“Domestic violence” includes crimes of violence committed by a person who is a current or former spouse, partner, person with whom the victim shares a child, or who is or has cohabited with the victim as a spouse or partner, by a person similarly situated to a spouse of the victim under Kansas or applicable federal law, or by any other person against an adult or youth victim having protection from such person’s acts by Kansas or applicable federal law.

A “formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment.

The “investigator” is the person who carries out the investigation after the formal complaint is filed and conducts interviews of the witnesses, collects and documents evidence, and drafts an investigative report.

A “respondent” is an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Sexual assault” means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

“Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or to suffer substantial emotional distress.

The “Title IX Coordinator” is the individual designated at the district level who has responsibility to coordinate compliance with Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 regarding discrimination on the basis of sex, and the Kansas Act Against Discrimination. The Title IX Coordinator’s responsibilities include, but are not limited to: developing materials and ensuring professional development occurs for staff involved in Title IX compliance, creating systems to centralize records, gathering relevant data, contacting the complainant (and/or parents or guardians, if applicable) once the district has actual knowledge of alleged sexual harassment, coordinating the implementation of supportive measures, signing a formal complaint to initiate a grievance process, and ensuring any remedies are implemented.

The Title IX Coordinator, any investigator, decision-maker, or any person who facilitates an informal resolution process shall not have a conflict of interest or bias for or against the complainant or respondent. These individuals shall receive training on the definition of sexual harassment; the scope of the education program and activities; how to conduct an investigation, including appeals and informal resolution processes; and how to serve impartially, including avoiding prejudgment of the facts, conflicts of interest, and bias. Decision-makers shall receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant. Investigators shall receive training on issues of relevance of questions and evidence in order for them to create investigative reports that fairly summarize relevant evidence.

Any employee who witnesses an act of sexual harassment or receives a complaint of harassment from another employee or a student shall report the

complaint to their immediate supervisor, building administrator, or Title IX Coordinator. Employees who fail to report complaints or incidents of sexual harassment to appropriate district officials may face disciplinary action. District officials who fail to investigate and take appropriate corrective action in response to complaints of sexual harassment may also face disciplinary action.

Complaints received will be investigated to determine whether, under the totality of the circumstances, the alleged behavior constitutes sexual harassment under the definition outlined above. Unacceptable conduct may or may not constitute sexual harassment, depending on the nature of the conduct and its severity, pervasiveness, and persistence. Behaviors which are unacceptable but do not constitute harassment may also result in employee discipline.

If discrimination or harassment has occurred, the district will take prompt, remedial action to stop it and prevent its reoccurrence.

The Title IX Coordinator shall promptly respond in a meaningful way to any reports of sexual discrimination including sexual harassment of which the district has actual knowledge as follows:

- Contact the complainant within 10 business days and discuss the availability of supportive measures, with or without the filing of a formal complaint, and consider the complainant's wishes as to supportive measures; and
- Inform the complainant of the right to a formal complaint investigation consistent with Title IX and the informal resolution process.

Supportive Measures

The district will treat the complainant and respondent equitably by offering supportive measures. These non-disciplinary and non-punitive measures

will be offered as appropriate, as reasonably available, and without cost to the complainant or the respondent. Supportive measures are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party. “Supportive Measures” shall include, but not be limited to, measures designed to protect the safety of all parties, to protect the district’s educational environment, or to deter sexual harassment. These measures may include counseling, extensions of deadlines or course-related adjustments, modifications of work or class schedules, escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring, and other similar measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Formal Complaint

No investigation of alleged sexual harassment may occur until after a formal complaint has been filed.

A formal complaint is a document filed by the complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting an investigation. The procedures for filing a formal complaint are as follows:

- At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the district concerning which the formal complaint is filed.
- A formal complaint should be filed in writing and contain the name and address of the person filing the complaint. The complaint should briefly describe the alleged violation. Filing of the complaint with the

Title IX Coordinator may be done in person, by mail, or by email. If an individual does not wish to file a written complaint, and the matter has not been adequately resolved, the Title IX Coordinator may initiate the complaint. Forms for filing written complaints are available in each school building office and the central office.

- A complaint should be filed as soon as possible after the conduct occurs, but not later than 180 calendar days after the complainant becomes aware of the alleged violation, unless the conduct forming the basis for the complaint is ongoing.
- An investigation shall follow the filing of the complaint. If the complaint is against the superintendent, the board shall appoint an investigating officer. In other instances, the investigation shall be conducted by a qualified individual designated by the Title IX Coordinator or another individual appointed by the board. The investigation shall be thorough. All interested persons, including the complainant and the respondent, will be afforded an opportunity to submit written or oral evidence relevant to the complaint.

Formal Complaint Notice Requirements

Upon filing of a formal complaint, the district shall provide written notice to the known parties including:

- Notice of the allegations of sexual harassment including sufficient details to prepare a response before any initial interview including:
 - the identities of the parties involved, if known;
 - the conduct allegedly constituting sexual harassment; and

- the date and location of the alleged incident, if known.
- The district's investigation procedures, including any informal resolution process;
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;
- Notice to the parties they may have an advisor of their choice and may inspect and review any evidence; and
- Notice to the parties of any provision in the district's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

If, in the course of an investigation, the investigator decides to investigate allegations about the complainant or respondent that are not included in the notice initially provided, notice of the additional allegations shall be provided to known parties.

Formal Complaint Investigation Procedures

To ensure a complete and thorough investigation and to protect the parties, the investigator shall:

- Ensure that the preponderance of the evidence burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the district and not the parties;
- Provide an equal opportunity for the parties to present witnesses and evidence;
- Not restrict either party's ability to discuss the allegations under investigation or to gather and present relevant evidence;

- Allow the parties to be accompanied with an advisor of the party's choice;
- Provide written notice of the date, time, location, participants, and purpose of any interview, meeting, or hearing at which a party is expected to participate;
- Provide the parties equal access to review all the evidence collected which is directly related to the allegations raised in a formal complaint, including the investigative report, and the opportunity to respond to that evidence before a determination is made;
- Be impartial and objectively evaluate all relevant evidence without relying on sex stereotypes;
- Not have conflicts of interest or bias for or against complainants or respondent;
- Not make credibility determinations based on the individual's status as complainant, respondent, or witness.

Formal Complaint Investigation Report

The investigator shall prepare an investigative report that fairly summarizes relevant evidence and share the report with the parties and their advisors for review and response.

Before completing the investigative report, the investigator must send each party and their advisors the investigative report for review and allow the parties 10 days to submit a written response for the investigator's consideration.

Decision-Maker's Determination

Upon receiving the investigator's report, the decision-maker must make a determination regarding responsibility and afford each party the opportunity to

submit written, relevant questions that the parties want asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions.

The decision-maker must issue a written determination regarding responsibility based on a preponderance of the evidence. The decision-maker's written determination shall:

- Identify the allegations potentially constituting sexual harassment;
- Describe the procedural steps taken, including any notifications to the parties, site visits, methods used to gather evidence, and interviews;
- Include the findings of fact supporting the determination;
- Address any district policies and/or conduct rules which apply to the facts;
- A statement of, and rational for, the result as to each allegation, including a determination regarding responsibility; and
- The procedures and permissible bases for the complainant and/or respondent to appeal the determination.

The written determination may, but is not required to, recommend disciplinary sanctions and any remedies designed to preserve access to the educational program or activity that may be provided by the district to the complainant.

A copy of the written determination shall be provided to both parties simultaneously.

The range of disciplinary sanctions and remedies may include, but may not be limited to, supportive measures, short term suspension, long term suspension, expulsion for students, and/or termination for employees.

Complainants and respondents shall be treated equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made. The Title IX Coordinator is responsible for the effective implementation of any remedies. If the investigation results in a recommendation that a student be suspended or expelled, procedures outlined in board policy and state law governing student suspension and expulsion will be followed.

If the investigation results in a recommendation that an employee be suspended with or without pay or terminated, procedures outlined in board policy, the negotiated agreement (as applicable), and/or state law will be followed.

Records relating to complaints filed and their resolution shall be maintained by the Title IX Coordinator for seven years.

The decision becomes final on the date the parties receive the results of an appeal, if any appeal is filed, or on the date the opportunity for an appeal expires.

Appeals

The complainant or respondent may appeal the decision-maker's determination regarding responsibility or a dismissal of a formal complaint, on the following base:

- Procedural irregularity that affected the outcomes;
- New evidence that was not reasonably available at the time that could affect the outcome; and/or
- The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias against either party that affected the outcome.

The request to appeal shall be made in writing to the Title IX Coordinator within 10 days after the date of the written determination. Appeals shall be a review of the record by an attorney, an independent hearing officer appointed by the board, or the board. The appeal decision-maker may not be the Title IX Coordinator, the Investigator, or the decision-maker from the original determination.

The appeal decision-maker will issue a written decision within 30 days after the appeal is filed. The appeal decision-maker will describe the result of the appeal and the rationale for the result.

The appeal decision-maker shall:

- Review the evidence gathered by the investigator, the investigator's report, and the original decision-maker's determination;
- Notify both parties in writing of the filing of an appeal and give them an opportunity to submit further evidence in writing;
- Not have a conflict of interest or bias for or against complainant or respondent and receive the required training;
- Issue a written decision and the rationale for the decision within 30 days after the appeal is filed;
- Describe the result of the appeal and the rationale for the result in the decision; and
- Provide the written decision simultaneously to both parties and to the Title IX Coordinator.

Informal Resolution Process

At any time during the formal complaint process and prior to reaching a determination regarding responsibility, the district may facilitate an informal

resolution process, such as mediation, that does not involve a full investigation and determination of responsibility.

The informal resolution process may be facilitated by a trained educational professional, consultant, or other individual selected by the Title IX Coordinator under the following conditions:

- The parties are provided a written notice disclosing the allegations, the requirements of the informal resolution process, information on when it may preclude the parties from resuming a formal complaint arising from the same allegations;
- At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the investigation of the formal complaint and be informed of any consequences resulting from participating in the informal resolution process;
- The parties voluntarily and in writing consent to the informal resolution process; and
- The informal resolution process cannot be used to resolve allegations that an employee sexually harassed a student.

If the matter is resolved to the satisfaction of the parties, the facilitator shall document the nature of the complaint and the proposed resolution, have both parties sign the documentation and receive a copy, and forward it to the Title IX Coordinator. Within 20 days after the complaint is resolved in this manner, the Title IX Coordinator shall contact the complainant to determine if the resolution of the matter remains acceptable. If the matter is not resolved, or if the individual does not believe the resolution remains acceptable within 20 days

after the informal resolution document is executed, the individual or the Title IX Coordinator may proceed with the formal complaint process.

If discrimination or harassment has occurred, the district will take prompt, remedial action to prevent its reoccurrence. The district prohibits retaliation or discrimination against any person for opposing discrimination, including harassment; for participating in the complaint process; or making a complaint, testifying, assisting, or participating in any investigation, proceeding, or appeal.

Use of this complaint procedure is not a prerequisite to the pursuit of any other remedies including the right to file a complaint with the Office for Civil Rights of the U.S. Department of Education, the Equal Employment Opportunity Commission, or the Kansas Human Rights Commission.

Initiation of a complaint of sexual harassment in good faith will not adversely affect the job security or status of an employee, nor will it affect his or her compensation. Any act of retaliation or discrimination against any person who has filed a complaint or testified, assisted, or participated in any investigation, proceeding, or hearing involving sex discrimination including sexual harassment is prohibited. Any person who retaliates is subject to immediate disciplinary action, up to and including termination of employment.

To the extent possible while still following the above procedures, confidentiality will be maintained throughout the investigation and resolution of a complaint. The desire for confidentiality must be balanced with the district's obligation to conduct a thorough investigation, to provide supportive measures to both parties, to take appropriate corrective action, and to provide due process to the complainant and the respondent.

False or malicious complaints of sexual harassment may result in corrective or disciplinary action against the complainant.

A summary of this policy and the complaint procedures including how to report or file a formal complaint of sex discrimination or sexual harassment shall be posted in each district facility, shall be published in employee handbooks, and on the district's website as directed by the Title IX Coordinator. Notification of the policy may include posting information notices, publishing in local newspapers, publishing in newspapers and magazines operated by the school, or distributing memoranda or other written communications to students and employees. In addition, the district is required to include a statement of nondiscriminatory policy in any bulletins, announcements, publications, catalogs, application forms, or other recruitment materials that are made available to participants, students, applicants, or employees.

Approved: 07/12/2021

The board of education is committed to providing a positive and productive working and learning environment, free from discrimination, including harassment, on the basis of race, color, national origin, or disability. Racial and disability harassment will not be tolerated in the school district. Racial or disability harassment of employees or students of the district in any district education program or activity is strictly prohibited.

Racial harassment is unlawful discrimination on the basis of race, color or national origin under Titles VI and VII of the Civil Rights Act of 1964, and the Kansas Acts Against Discrimination. Disability harassment is unlawful discrimination on the basis of disability under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. All forms of racial and disability harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events.

It shall be a violation for any employee to discourage a student or another employee from filing a complaint, or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy.

Violations of this policy by any employee shall result in disciplinary action, up to and including termination.

Harassment prohibited by this policy includes racially or disability-motivated conduct which:

- Affords an employee different treatment, solely on the basis of race, color, national origin, or disability, in a manner which interferes with or limits the ability of the employee to participate in or benefit from the services, activities or programs of the school;
- Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of creating a hostile working environment;
- Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of interfering with an individual's work performance or employment opportunities.

Racial or disability harassment may result from verbal or physical conduct or written or graphic material.

The district encourages all victims of racial or disability harassment and persons with knowledge of such harassment to report the harassment immediately. Complaints of racial or disability harassment will be promptly investigated and resolved.

Employees who believe they have been subjected to racial or disability harassment should discuss the problem with their immediate supervisor. If an employee's immediate supervisor is the alleged harasser, the employee should

discuss the problem with the building principal or the district compliance coordinator. Employees who do not believe the matter is appropriately resolved through this meeting may file a formal complaint under the district's discrimination complaint procedure in policy KN.

Complaints received will be investigated to determine whether, under the totality of the circumstances, the alleged behavior constitutes racial or disability harassment under the definition outlined above. Unacceptable conduct may or may not constitute racial or disability harassment, depending on the nature of the conduct and its severity, pervasiveness and persistence. Behaviors which are unacceptable but do not constitute harassment may also result in employee discipline.

If discrimination or harassment has occurred, the district will take prompt, remedial action to prevent its reoccurrence.

Any employee who witnesses an act of racial or disability harassment or receives a complaint of harassment from another employee or a student shall report the complaint to the building principal. Employees who fail to report complaints or incidents of racial or disability harassment to appropriate school officials may face disciplinary action. School administrators who fail to investigate and take appropriate corrective action in response to complaints of racial or disability harassment may also face disciplinary action, up to and including termination.

Initiation of a complaint of racial or disability harassment in good faith will not adversely affect the job security or status of an employee, nor will it affect his or her compensation. Any act of retaliation or discrimination against any person who has filed a complaint or testified, assisted, or participated in any

investigation, proceeding, or hearing involving a racial or disability harassment complaint is prohibited. Any person who retaliates is subject to immediate disciplinary action, up to and including termination from employment.

To the extent possible, confidentiality will be maintained throughout the investigation of a complaint. The desire for confidentiality must be balanced with the district's obligation to conduct a thorough investigation, to take appropriate corrective action or to provide due process to the accused.

False or malicious complaints of racial or disability harassment may result in corrective or disciplinary action against the complainant.

A summary of this policy shall be posted in each district facility and shall be published in employee handbooks and on the district's website as directed by the district compliance coordinator. Notification of the policy shall be included in the school newsletter or published in the local newspaper annually.

Approved: 07/12/2021

Any district employee who has reason to know or suspect a child has been injured as a result of physical, mental, or emotional abuse or neglect or sexual abuse, shall promptly report the matter to the local Kansas Department for Children and Families (DCF) office or to the local law enforcement agency if the DCF office is not open. Employees may file a report of suspected abuse anonymously to either DCF by phoning 1-800-922-5330 or to local law enforcement officials. The Code for Care of Children also provides civil immunity from prosecution if the report is made in good faith.

The employee making the report will not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect.

DCF or Law Enforcement Access to Students on School Premises

The building principal shall allow a student to be interviewed by DCF or law enforcement representatives on school premises to investigate suspected child abuse and shall act as appropriate to facilitate the agency's access to the child and to protect the student's interests during the process. State law grants the investigating agency the authority to determine whether a school employee may be present while the interview is being conducted, taking into account the child's best interests. If asked to sit in on the interview by the agency representative conducting it, the building principal or designee thereof shall oblige such request in order to provide comfort to the child throughout the process and to facilitate the investigation.

Cooperation Between School and Agencies

Principals shall work with DCF and law enforcement agencies to develop a plan of cooperation for investigating reports of suspected child abuse or neglect. To the extent that safety is not compromised, law enforcement

officers investigating complaints of suspected child abuse or neglect on school property shall not be in uniform.

Reporting Procedure

The employee shall promptly report to the local DCF office or law enforcement if DCF is closed. It is recommended the building administrator also be notified after the report is made.

If the building principal has been notified, the principal shall immediately notify the superintendent that the initial report to DCF has been made. If appropriate, the principal may confer with the school's social worker, guidance counselor or psychologist. At no time shall the principal or any other staff member prevent or interfere with the making of a suspected child abuse report.

If available, the following information shall be given by the person making the initial report: name, address, and age of the student; name and address of the parents or guardians; nature and extent of injuries or description of neglect or abuse; and any other information that might help establish the cause of the child's condition.

Any personal interview or physical inspection of the child by any school employee shall be conducted in an appropriate manner with an adult witness present.

State law provides that anyone making a report in good faith and without malice shall be immune from any civil liability that might otherwise be incurred or imposed.

Mobile Crisis Helpline

Crisis support for Kansas families and children to resolve an emotional, psychiatric, or behavioral health crisis is available through the Department of Children and Families Mobile Crisis Helpline, 1-833-441-2240, including:

- Problem solving to resolve behavioral health crisis;
- Referral to community resources or recommendation to engage in stabilization services;
- In-person support via mobile crisis response; and
- Contacting mobile crisis response unit to assist in emergency situations.

Services are available to all Kansans 20 years or younger including anyone in foster care or formerly in foster care.

Annual Training

Annual training for all school employees on child abuse and neglect reporting requirements shall be provided, and documentation of the training shall be maintained.

Approved: 01/10/2022

GAAE Bullying by Staff (See **EBC, GAAB, JDD, JDDC, and KGC**) GAAE

The board of education prohibits bullying in any form by any student, staff member, or parent towards a student or a staff member on or while using school property, in a school vehicle or at a school-sponsored activity or event. For the purposes of this policy, the term “bullying” shall have the meaning ascribed to it in Kansas law.

The administration shall propose, and the board shall review and approve a plan to address bullying as prohibited herein. The plan shall include provisions for the training and education of staff members.

Staff members who bully others in violation of this policy may be subject to disciplinary action, up to and including suspension and/or termination. If appropriate, staff members who violate the bullying prohibition shall be reported to local law enforcement.

Approved: 02/08/2016

The board of education prohibits bullying in any form by any student, staff member, or parent towards a student or a staff member on or while using school property, in a school vehicle or at a school-sponsored activity or event. For the purposes of this policy, the term “bullying” shall have the meaning ascribed to it in Kansas law.

The administration shall propose, and the board shall review and approve a plan to address bullying as prohibited herein. The plan shall include provision for the training and education of staff members.

Staff members who bully others in violation of this policy may be subject to disciplinary action, up to and including suspension and/or termination. If appropriate, staff members who violate the bullying prohibition shall be reported to local law enforcement.

Approved: 02/08/2016

GAAE Bullying by Adults

-Sample Form -

Retype to suit local needs, remove from policy book and file with the clerk and principals. Form could also be included in staff handbooks.

Report to Local Law Enforcement USD ____

Pursuant to Kansas law, the administrator or other school employee whose signature appears below is reporting the following crimes:

Briefly describe each incident and the person/s involved in a misdemeanor or felony behavior at school, on school property, or at a school activity.

Date	School/Location	Person/s Involved	Brief Description of bullying incident/s.
1.			
2.			

School Districts are required by Federal Law and K.S.A. 72-6311 to protect the privacy rights of students under the age of 18.
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Signed: _____
Administrator or other school employee

c/o Superintendent, USD ____; c/employee's file

GAAF Emergency Safety Interventions (See GAO, JRB, JQ, and KN) GAAF

The board of education is committed to limiting the use of Emergency Safety Intervention ("ESI"), such as seclusion and restraint, with all students. Seclusion and

restraint shall be used only when a student's conduct necessitates the use of an emergency safety intervention as defined below. The board of education encourages all employees to utilize other behavioral management tools, including prevention techniques, de-escalation techniques, and positive behavioral intervention strategies.

This policy shall be made available on the district website with links to the policy available on any individual school pages. In addition, this policy shall be included in at least one of the following: each school's code of conduct, school safety plan, or student handbook. Notice of the online availability of this policy shall be provided to parents during enrollment each year.

Definitions

“Campus police officer” means a school security officer designated by the board of education of any school district pursuant to K.S.A. 72-6146, and amendments thereto.

“Chemical Restraint” means the use of medication to control a student's violent physical behavior or restrict a student's freedom of movement.

“Emergency Safety Intervention” is the use of seclusion or physical restraint, but does not include physical escort or the use of time-out.

“Incident” means each occurrence of the use of an emergency safety intervention.

GAAF Emergency Safety Interventions

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“Law enforcement officer” and “police officer” mean a full-time or part-time salaried officer or employee of the state, a county, or a city, whose duties include the prevention or detection of crime and the enforcement of criminal or

traffic law of this state or any Kansas municipality. This term includes a campus police officer.

“Legitimate law enforcement purpose” means a goal within the lawful authority of an officer that is to be achieved through methods or conduct condoned by the officer’s appointing authority.

“Mechanical Restraint” means any device or object used to limit a student’s movement.

“Parent” means: (1) a natural parent; (2) an adoptive parent; (3) a person acting as a parent as defined in K.S.A. 72-3122(d)(2), and amendments thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.

“Physical Escort” means the temporary touching or holding the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing the student to walk to a safe location.

“Physical Restraint” means bodily force used to substantially limit a student’s movement, except that consensual, solicited, or unintentional contact and contact to provide comfort, assistance, or instruction shall not be deemed to be physical restraint.

GAAF Emergency Safety Interventions

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“School resource officer” means a law enforcement officer or police officer employed by a local law enforcement agency who is assigned to a district through an agreement between the local law enforcement agency and the district.

“School security officer” means a person who is employed by a board of education of any school district for the purpose of aiding and supplementing state and local law enforcement agencies in which the school district is located, but is not a law enforcement officer or police officer.

“Seclusion” means placement of a student in a location where all of the following conditions are met: (1) the student is placed in an enclosed area by school personnel; (2) the student is purposefully isolated from adults and peers; and (3) the student is prevented from leaving, or reasonably believes that he or she will be prevented from leaving the enclosed area.

“Time-out” means a behavioral intervention in which a student is temporarily removed from a learning activity without being secluded.

Prohibited Types of Restraint

All staff members are prohibited from engaging in the following actions with all students:

- Using face-down (prone) physical restraint;
- Using face-up (supine) physical restraint;
- Using physical restraint that obstructs the student’s airway;
- Using physical restraint that impacts a student’s primary mode of communication;

GAAF **Emergency Safety Interventions**

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- Using chemical restraint, except as prescribed treatments for a student’s medical or psychiatric condition by a person appropriately licensed to issue such treatments; and

- Use of mechanical restraint, *except*:
 - Protective or stabilizing devices required by law or used in accordance with an order from a person appropriately licensed to issue the order for the device;
 - Any device used by a certified law enforcement officer to carry out law enforcement duties; or
 - Seatbelts and other safety equipment when used to secure students during transportation.

Use of Emergency Safety Interventions

ESI shall be used only when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to effect such physical harm. Less restrictive alternatives to ESI, such as positive behavior interventions support, shall be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student's behavior prior to the use of any ESI. The use of ESI shall cease as soon as the immediate danger of physical harm ceases to exist. Violent action that is destructive of property may necessitate the use of an ESI. Use of an ESI for purposes of discipline, punishment, or for the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

ESI Restrictions

GAAF Emergency Safety Interventions

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A student shall not be subjected to ESI if the student is known to have a medical condition that could put the student in mental or physical danger as a result of ESI. The existence of such medical condition must be indicated in a written statement from the

student's licensed health care provider, a copy of which has been provided to the school and placed in the student's file.

Such written statement shall include an explanation of the student's diagnosis, a list of any reasons why ESI would put the student in mental or physical danger, and any suggested alternatives to ESI. Notwithstanding the provisions of this subsection, a student may be subjected to ESI, if not subjecting the student to ESI would result in significant physical harm to the student or others.

Use of Seclusion

When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times.

All seclusion rooms equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in case of emergency, such as fire or severe weather.

A seclusion room shall be a safe place with proportional and similar characteristics as other rooms where students frequent. Such room shall be free of any condition that could be a danger to the student, well-ventilated, and sufficiently lighted.

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Training

All staff members shall be trained regarding the use of positive behavioral intervention strategies, de-escalation techniques, and prevention techniques. Such training shall be consistent with nationally recognized training programs on ESI. The

intensity of the training provided will depend upon the employee's position. Administrators, licensed staff members, and other staff deemed most likely to need to restrain a student will be provided more intense training than staff who do not work directly with students in the classroom. District and building administration shall make the determination of the intensity of training required by each position.

Each school building shall maintain written or electronic documentation regarding the training that was provided and a list of participants, which shall be made available for inspection by the state board of education upon request.

Notification and Documentation

The principal or designee shall notify the parent the same day as an incident. The same-day notification requirement of this subsection shall be deemed satisfied if the school attempts at least two methods of contacting the parent. A parent may designate a preferred method of contact to receive the same-day notification. Also, a parent may agree, in writing, to receive only one same-day notification from the school for multiple incidents occurring on the same day.

Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day of the incident. Such written documentation shall include: (A) The events leading up to the incident; (B) student behaviors that necessitated the ESI; (C) steps taken to

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transition the student back into the educational setting; (D) the date and time the incident occurred, the type of ESI used, the duration of the ESI, and the school personnel who used or supervised the ESI; (E) space or an additional form for parents to provide feedback or comments to the school regarding the incident; (F) a statement that invites

and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future incidents; and (G) email and phone information for the parent to contact the school to schedule the ESI meeting. Schools may group incidents together when documenting the items in subparagraphs (A), (B) and (C) if the triggering issue necessitating the ESIs is the same.

The parent shall be provided the following information after the first and each subsequent incident during each school year: (1) a copy of this policy which indicates when ESI can be used; (2) a flyer on the parent's rights; (3) information on the parent's right to file a complaint through the local dispute resolution process (which is set forth in this policy) and the complaint process of the state board of education; and (4) information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas. Upon the first occurrence of an incident of ESI, the foregoing information shall be provided in printed form or, upon the parent's written request, by email. Upon the occurrence of a second or subsequent incident, the parent shall be provided with a full and direct website address containing such information.

Campus police officers and school resource officers shall be exempt from the requirements of this policy when engaged in an activity that has a legitimate law

enforcement purpose. School security officers shall not be exempt from the requirements of this policy.

If a school is aware that a law enforcement officer or school resource officer has used seclusion, physical restraint, or mechanical restraint on a student, the school shall notify the parent the same day using the parent's preferred method of contact. A school shall not be required to provide written documentation to a parent, as set forth above, regarding law enforcement use of an emergency safety intervention, or report to the state department of education any law enforcement use of an emergency safety intervention. For purposes of this subsection, mechanical restraint includes, but is not limited to, the use of handcuffs.

Documentation of ESI Incidents

Except as specified above with regard to law enforcement or school resource officer use of emergency safety interventions, each building shall maintain documentation any time ESI is used with a student. The documentation shall include all of the following:

- Date and time of the ESI,
- Type of ESI,
- Length of time the ESI was used,
- School personnel who participated in or supervised the ESI,

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- Whether the student had an individualized education program at the time of the incident,
- Whether the student had a section 504 plan at the time of the incident, and

- Whether the student had a behavior intervention plan at the time of the incident.

All such documentation shall be provided to the building principal, who shall be responsible for providing copies of such documentation to the superintendent or the superintendent's designee on at least a biannual basis. At least once per school year, each building principal or designee shall review the documentation of ESI incidents with appropriate staff members to consider the appropriateness of the use of ESI in those instances.

Reporting Data

District administration shall report ESI data to the state department of education as required.

Parent Right to Meeting on ESI Use

After each incident, a parent may request a meeting with the school to discuss and debrief the incident. A parent may request such meeting verbally, in writing, or by electronic means. A school shall hold a meeting requested under this subsection within 10 school days of the parent's request. The focus of any such meeting shall be to discuss proactive ways to prevent the need for emergency safety interventions and to reduce incidents in the future.

For a student with an IEP or a Section 504 plan, such student's IEP team or Section 504 plan team shall discuss the incident and consider the need to

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conduct a functional behavioral assessment, develop a behavior intervention plan, or amend the behavior intervention plan if already in existence.

For a student with a section 504 plan, such student's section 504 plan team shall discuss and consider the need for a special education evaluation. For students who have an individualized education program and are placed in a private school by a parent, a meeting called under this subsection shall include the parent and the private school, who shall consider whether the parent should request an individualized education program team meeting. If the parent requests an individualized education program team meeting, the private school shall help facilitate such meeting.

For a student without an IEP or Section 504 plan, the school staff and the parent shall discuss the incident and consider the appropriateness of a referral for a special education evaluation, the need for a functional behavioral assessment, or the need for a behavior intervention plan. Any such meeting shall include the student's parent, a school administrator for the school the student attends, one of the student's teachers, a school employee involved in the incident, and any other school employees designated by the school administrator as appropriate for such meeting.

The student who is the subject of such meetings shall be invited to attend the meeting at the discretion of the parent. The time for calling such a meeting may be extended beyond the 10-day limit if the parent of the student is unable to attend within that time period. Nothing in this section shall be construed to prohibit the development and implementation of a functional behavior assessment or a behavior intervention plan for any student if such student would benefit from such measures.

If a parent believes that an emergency safety intervention has been used on the parent's child in violation of state law or board policy, the parent may file a complaint as specified below.

The board of education encourages parents to attempt to resolve issues relating to the use of ESI informally with the building principal and/or the superintendent before filing a formal complaint with the board. Once an informal complaint is received, the administrator handling such complaint shall investigate such matter, as deemed appropriate by the administrator. In the event that the complaint is resolved informally, the administrator must provide a written report of the informal resolution to the superintendent and the parents and retain a copy of the report at the school. The superintendent will share the informal resolution with the board of education and provide a copy to the state department of education.

If the issues are not resolved informally with the building principal and/or the superintendent, the parents may submit a formal written complaint to the board of education by providing a copy of the complaint to the clerk of the board and the superintendent within thirty (30) days after the parent is informed of the incident.

Upon receipt of a formal written complaint, the board president shall assign an investigator to review the complaint and report findings to the board as a whole. Such investigator may be a board member, a school administrator selected by the board, or a board attorney. Such investigator shall be informed of the obligation to maintain confidentiality of student records and shall report

the findings of fact and recommended corrective action, if any, to the board in executive session.

Any such investigation must be completed within thirty (30) days of receipt of the formal written complaint by the board clerk and superintendent. On or before the 30th day after receipt of the written complaint, the board shall adopt written findings of fact and, if necessary, appropriate corrective action. A copy of the written findings of fact and any corrective action adopted by the board shall only be provided to the parents, the school, and the state department of education and shall be mailed to the parents and the state department within 30 days of the board's receipt of the formal complaint.

If desired, a parent may file a complaint under the state board of education administrative review process within thirty (30) days from the date a final decision is issued pursuant to the local dispute resolution process.

Approved: 02/11/2019

GAAF – ESI DOCUMENTATION FORM

Emergency Safety Intervention Documentation

Date: _____

Dear: _____

The purpose of this letter is to inform you that on _____, at _____ (a.m./p.m.)
(date) (time)
the need for the use of an Emergency Safety Intervention was required for _____.
(name of student)

K.A.R. 91-42-1 through 92-42-7 provide that emergency safety intervention (hereafter “ESI”) is defined to include the use of seclusion or physical restraint but not the use of time-out or physical escort. Whenever an ESI is used, the parent(s)/guardian(s) must be informed of the use the day it happens. This notice requirement is deemed satisfied if the school attempts at least two methods of contact to reach the parent or guardian. By the day following the ESI use, written notification of the following shall be provided to the parent or guardian.

Type of ESI used: Seclusion _____ Restraint _____ Duration of seclusion/restraint: _____ (minutes) Location:

Name of staff member(s) who participated in or supervised the ESI:

Did the student have an Individualized Education Program (“IEP”), Section 504 Plan, or a Behavior Intervention Plan at the time of the incident? _____ If so, specify which: _____

Description of events leading up to the incident:

Student behaviors necessitating the ESI:

Steps taken to transition the student back into the educational setting:

Parents or guardians of the above-named student are invited and strongly encouraged to schedule a meeting to discuss the ESI and how to prevent future ESI use. Please contact the following staff member at the email address and/or phone number listed below to schedule such a meeting or if you have any questions regarding this use of ESI.

(Staff Member Name) _____

(Staff Member Email Address) _____

(Staff Member Phone Number) _____

(Signature of person completing report) (Date)

*Parent(s)/guardian(s) notified of this incident on _____ by _____.

Please feel free to provide feedback or comments concerning this ESI use below and email or deliver them to the staff member specified above.

*Original provided to Building Principal

*Copy provided to (Parents/Guardians, Administrative Office)

07/11/2022

GACA **Positions** (See CD and GACB)

GACA

New employment positions shall be authorized by the board. The superintendent shall prepare for board approval a comprehensive list of all new positions, together with their qualifications, duties, and responsibilities, for board consideration.

Approved: 02/11/2019

GACB Job Descriptions (See CD and GACA)

GACB

The superintendent shall develop a job description for each category of employee. After board approval of any new or revised job descriptions, they will be deemed in effect, shall be filed with the clerk, and may be published in handbooks.

Approved: 08/12/2019

Recruitment

The board delegates recruiting authority to the superintendent. In carrying out this responsibility, the superintendent may involve administrators and other employees.

Hiring

The board shall approve the hiring of all employees. No staff member's employment is official until the contract or other document is signed by the candidate and approved by the board.

Hiring sequence

- Conditional offer of employment is extended to the candidate in writing subject to revocation or, if provisional employment has already begun, termination of employment based upon unsatisfactory results of any reference and/or background checks performed;
- Written acceptance by the candidate is received;
 - Contract or other appropriate document sent to the candidate and candidate's acceptance signified by a signed document returned to the superintendent; and
- Approval of the contract or other documents by the board.

Approved: 08/12/2019

GACCA Nepotism

GACCA

The superintendent shall make reasonable efforts to determine whether a candidate for employment is related to or residing with a board member or an administrator of the district. If a candidate is related to or residing with a board member or administrator, the superintendent will make this fact known to the board.

Except in an emergency or in the case the individual is deemed to be the most qualified candidate for the position by the board, the board will not employ anyone who is the father, mother, brother, sister, spouse, son, daughter, step-son, step-daughter, son-in-law, or daughter-in-law of any board member or who resides in the household of any board member.

This provision shall not apply to any person who has been regularly employed by the board prior to the adoption of this policy or to any person who has been regularly employed by the board prior to the election or appointment of a new board member to whom the person is related.

Supervision Limitations

No employee shall directly supervise or be responsible for any portion of the evaluation of his or her father, mother, brother, sister, spouse, son, daughter, step-son, step-daughter, son-in-law, or daughter-in-law or an individual residing with the employee.

Approved: 08/12/2019

GACD Employment Eligibility Verification (Form I-9)

All employees of the district, at the time of employment, shall provide verification of identity and employment status to the superintendent.

Approved: 02/06/2012

GACE Assignment and Transfer

GACE

The board reserves the right to assign, reassign, or transfer all employees, unless otherwise provided in the negotiated agreement.

The board may delegate its authority to assign, reassign, or transfer any or all employees to the superintendent.

Approved: 08/12/2019

GAD Employee Development Opportunities

GAD

-Except as may be specified in the negotiated agreement concerning staff members covered thereby, all plans for self-improvement involving expenditure of district funds or which require time away from the employee's assigned responsibilities shall be approved in advance by the board.

Approved: July 9, 2018

GAE Complaints

GAE

Any employee may file a complaint with their supervisor concerning a school rule, regulation, policy or decision that affects the employee. The complaint shall be in writing, filed within ten (10) days following the event complained of, and shall specify the basis of the complaint. The supervisor shall meet with the employee and provide a written response within ten (10) days. If the employee disagrees with the decision, the employee may appeal to the superintendent. The superintendent's decision shall be final. Employees covered by the negotiated agreement shall follow procedures outlined in that document.

Approved: 08/12/2019

GAF Staff-Student Relations

(See GAAC, GAACA JGEC, JGECA and KN)

GAF

Staff members shall maintain professional relationships with students which are conducive to an effective educational environment. Staff members shall not have any interaction of a romantic and/or sexual nature with any student at any time regardless of the student's age or consent.

Approved: 07/12/2021

District employees are prohibited from engaging in any activity which may conflict with or detract from the effective performance of their duties. No employee will attempt, during the school day or on school property, to sell or endeavor to influence any student or school employee to buy any product, article, instrument, service, or other items which may directly or indirectly benefit the school employee. No school employee will enter into a contract for remuneration with the district other than a contract for employment unless the contract is awarded on the basis of competitive bidding.

Approved: 08/12/2019

Staff members are encouraged to reside within the boundaries of the district.

Participation in Community Activities

Staff members are encouraged to participate in community activities and organizations, if these activities do not infringe upon school time.

Approved: 02/06/2012

Holding Public Office

Staff members elected or appointed to a public office which restricts the employee's ability to complete contractual obligations may be required to take unpaid leave for a period of time determined by the board or may be terminated.

Staff members holding a public office, which in the judgment of the board is less than full-time, shall request unpaid leave from the superintendent at least one week in advance.

An employee who must be absent from school to carry out the duties of a public office must take a leave of absence without pay for the duration of the public office.

Political Activity in the Schools

Staff members shall not use school time, school property, or school equipment for the purpose of furthering the interests of any political party, the campaign of any political candidate, or the advocacy of any political issue.

For the purposes of this policy, "advocacy of any political issue" shall not be deemed to include providing information on educational matters to elected officials.

Approved: 08/12/2019

GAI Solicitations (See KDC)

All solicitations of and by staff members during duty hours are prohibited without prior approval of the appropriate supervisor.

Approved: 02/06/2012

GAJ Gifts (See JL, KH)

Gifts by Staff Members

Staff members shall not give gifts to any student or class of students when the gifts arise out of a school situation, class or school-sponsored activity unless approved by the principal.

Gifts to Staff Members

Staff members are prohibited from receiving gifts from vendors, salesmen or other such representatives.

Approved: 02/06/2012

GAK Personnel Records (See CEI, CGI, GACD, GBI, and GCI) GAK

Personnel files required by the district shall be confidential and in the custody of the records custodian and/or the superintendent. Employees have the right to inspect their files upon proper notice under the supervision of an appropriate supervisor. All records and files maintained by the district should be screened periodically by the custodian of records.

All personnel files and evaluation documents, including those stored by electronic means, shall be adequately secured.

Requests for References

Unless otherwise provided by law, a request by a third party for release of any personnel record shall require the written consent of the employee, and shall be submitted to the records custodian who shall respond to the request as the law allows.

Upon receipt of a written request district officials may provide information regarding past and present employees to prospective employers in compliance with current law. Information that may be provided will include:

- employment date(s);
- job description and duties while in the district's employ;
- last salary or wage;
- wage history;
- whether the employee was voluntarily or involuntarily released from service and the reasons for the separation;

- written employee evaluations which were conducted prior to the employee's separation from the employer and to which an employee shall be given a copy upon request.

Immunity Provided

Unless otherwise provided by law, an employer who responds in writing to a written request concerning a current or former employee from a prospective employer of that employee shall be absolutely immune from civil liability for disclosure of the information noted earlier in this policy to which an employee may have access.

Prohibition on Aiding and Abetting Sexual Abuse

Pursuant to the federal Every Student Succeeds Act, the board prohibits the board, individual board members, and any individual or entity who is a district employee, contractor, or agent from assisting a district employee, contractor, or agent in obtaining a new job if the board, individual, or entity knows, or has probable cause to believe, that such school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law. For the purposes of this policy, it shall not be deemed assisting in obtaining a new job if the aforementioned individuals or entities participate in the routine transmission of administrative and personnel files in accordance with law and this policy,

Approved: 01/09/2017

GAL Salary Deductions

Salary deductions shall be made if required by law, permitted by board policy or are agreed to in the negotiated agreement.

Approved: 02/06/2012

GAM Personal Appearance

The board encourages appropriate dress for all district employees.

Approved:

GAN TRAVEL REIMBURSEMENT – FEDERAL PROGRAMS

The board shall reimburse employees and school board for travel costs incurred in the course of performing services related to official business as a federal grant recipient. School board members must have prior written approval from the federal awarding agency or pass-through entity to get reimbursement for expenses specifically related to a federal award.

For purposes of this procedure, travel costs shall mean the expenses for transportation, lodging, subsistence, and related items incurred by employees and/or board members who are in travel status on official business as a federal grant recipient.

Board members and district employees shall comply with applicable board policies established for reimbursement of travel and other expenses.

The validity of payments for travel costs for all district employees shall be determined by the superintendent or designee.

Travel costs shall be reimbursed on a mileage basis for travel using an employee's or board member's personal vehicle and on an actual cost basis for meals, lodging and other allowable expenses, consistent with those normally allowed in like circumstances in the district's nonfederally funded activities, and in accordance with the district's travel expenses policy GAN.

Mileage reimbursements shall be at the rate approved by the board for other district travel reimbursements. Actual costs for meals, lodging, and other allowable expenses shall be reimbursed only to the extent they are reasonable and do not exceed the per diem limits established by the **{board/the federal General Services Administration for federal employees for locale where incurred.}**

All travel costs must be presented with an itemized, verified statement prior to reimbursement.

In addition, if these costs are charged directly to the federal award, documentation must be maintained that justifies that:

Participation of the individual is necessary to the federal award, and

The costs are reasonable and consistent with the district's established policy.

Approved: 08/14/2017

GANA Expense Reimbursement and Credit Cards (See CEF and GAN)

Non-administrative staff use of a district credit card, if authorized by the staff member's immediate supervisor, shall be confined to necessary school business and shall be subject to any guidelines for such use established by the board or district administration. Unless otherwise specified in guidelines established pursuant to this policy, staff members shall retain any receipt(s) for district credit card expenditure(s) and shall provide them to the staff member's immediate supervisor as soon as practicable following the expenditure.

The superintendent may designate administrative and other staff members to whom a district credit card will be issued. The board shall annually prescribe limits and restrictions on the use of district credit cards and shall monitor monthly receipts and reimbursement expenses. In no case will credit card expenditures in excess of \$500 in one {month/year} be authorized for any non-administrative staff member without the prior approval of the superintendent.

All rewards points or cash back payments earned using district credit cards are district property and shall be either applied to future district credit card purchases or remitted to the district treasurer for accounting and deposit.

Accountings of district credit card use shall be provided to the board for review on a monthly basis, and a record of district credit card usage shall be maintained. Expenses for district travel in personal vehicles or extended travel incurred in the performance of official duties shall be reimbursed in accordance with the provisions of GAN.

Approved: 09/14/2015

GAO Staff Responsibilities for Discipline

Each employee is responsible for maintaining proper control and discipline in the school. An employee may use reasonable force necessary to ward off an attack, to protect another person, or to quell a disturbance that threatens physical injury to others.

Approved: 02/06/2012

GAOA Drug Free Workplace

The board believes that maintaining a drug free workplace is important in establishing an appropriate learning environment for the students of the district. The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the district.

Approved: 02/06/2012

GAOB Drug Free Schools

The unlawful possession, use, sale or distribution of illicit drugs and alcohol by school employees on school premises or as a part of any school activity is prohibited.

This policy is required by the 1989 amendments to the Drug Free Schools and Communities Act, P.L. 102-226, 103 St. 1928. (Cf. LDD)

Employee Conduct

As a condition of continued employment in the district, all employees shall abide by the terms of this policy. Employees shall not unlawfully manufacture, distribute, dispense, possess or use a controlled illicit drugs, controlled substances, or alcoholic beverages on district property or at any school activity. Compliance with terms of this policy is mandatory. Employees who are found violating the terms of this policy will be reported to the appropriate law enforcement officers. Additionally, an employee who violates the terms of this policy will be subject to any or all of the following sanctions:

1. Short term suspension with pay;
2. Short term suspension without pay;
3. Long term suspension without pay;
4. Required participation in a drug and alcohol education, treatment, counseling, or rehabilitation program.
5. Termination or dismissal from employment.

Approved: 02/06/2021

GAOC Tobacco-Free School Grounds for Staff
(See JCDA and KMA)

GAOC

The use, possession, or promotion of any tobacco product by staff members is prohibited at all times in any district facility; in school vehicles; at school-sponsored activities, programs, or events; and on school owned or operated property.

The following definitions apply to this policy.

“Tobacco product” means any product that is made from or derived from tobacco, or that contains nicotine, that is intended for human consumption or is likely to be consumed, whether smoked, heated, chewed, absorbed, dissolved, inhaled, or ingested by any other means, including, but not limited to, electronic nicotine delivery system (hereafter “ENDS”), cigarettes, cigars, pipe tobacco, chewing tobacco, snuff, or snus. Tobacco product also means any component or accessory used in the consumption of a tobacco product, such as filters, rolling papers, pipes, charging devices, cartridges, and any substance used in ENDS, whether or not they contain nicotine. This definition does not include FDA-approved nicotine replacement therapies including transdermal nicotine patches, nicotine gum, and nicotine lozenges prescribed to the employee by a medical practitioner or obtained over the counter and used in accordance with label requirements.

“Electronic nicotine delivery system” or “(ENDS)” means any device that delivers a vaporized solution (including nicotine, THC, or any other substance) by means of cartridges or other chemical delivery systems. Such definition shall include, but may not be limited to, any electronic cigarette,

vape pen, hookah pen, cigar, cigarillo, pipe, or personal vaporizer. ENDS are not FDA-approved nicotine replacement therapy devices.

“Promotion” includes, but is not limited to, product advertising via branded gear, bags, clothing, any personal articles, signs, structures, vehicles, flyers, or any other materials.

Approved: 07/13/2020

This policy shall apply to all employees who are performing safety sensitive jobs for the district which require a commercial driver's license (CDL) as defined by the Omnibus Transportation Act of 1991. A board-approved plan stating compliance requirements is on file with the clerk. Copies of the plan shall be given to each appropriate employee in a safety sensitive position as defined by the board policy.

Approved: 02/06/2012

The district will participate in workers compensation as required by current statute. The combined workers compensation benefits and salary received under allowed paid leave shall not exceed one full day's pay.

All employees of the district shall be covered by workers compensation. Workers compensation coverage is provided for all employees regardless of assignment, length of assignment, and/or hours worked per day. Benefits are for personal injury from accident or industrial diseases arising out of and in the course of employment in the district.

An injured employee must notify the designated employer's workers compensation coordinator or, if the coordinator is unavailable, his or her supervisor within 20 days of the injury or within 20 days of repetitive trauma in order to be eligible for benefits.

The workers compensation plan will provide coverage for medical expenses and wages to the extent required by statute to those employees who qualify; however, the amount of workers compensation benefits and paid leave benefits shall not exceed a regular daily rate of pay. An employee using paid leave in combination with workers compensation will be charged for one full or partial day of paid leave, as provided for in the applicable leave policy or the negotiated agreement, for each day of absence until the employee's paid leave is exhausted.

Any employee who is off work and receiving workers compensation benefits shall be required to provide the designated workers compensation **GAOE Workers Compensation GAOE-2** coordinator with a written doctor's release before the employee is allowed to return to work. In addition, should the employee be released to return to work by a doctor and fail to do so, all benefits under paid leave shall

terminate, and those benefits under workers compensation shall be restricted as provided by current statute.

Whenever an employee is absent from work and is receiving workers compensation benefits due to a work-related injury or is receiving district paid disability insurance, the employee may use available paid leave to supplement the workers compensation or district paid disability insurance payments. Workers compensation benefits and FMLA benefits provided in a board approved plan shall run concurrently if both are applicable.

In no event shall the employee be entitled to a combination of workers compensation benefits, district paid disability insurance, and salary in excess of his/her full salary. Available paid leave may be used for this purpose until 1) available paid leave benefits are exhausted; 2) the employee returns to work; 3) the employee is released by the medical provider and a position is offered by the employer, but the employee declines to return to work; or 4) employment is terminated. Paid leave shall be calculated on a prorata amount equal to the percentage of salary paid by the district.

Testing

The board, through its designated workers compensation coordinator, may require employees who claim or are involved in an accident in the course of employment to submit to a post-injury chemical

GAOE Workers Compensation

GAOE-3

test. This includes instances where the district administration or workers compensation coordinator has actual knowledge of an accident whether the employee has or has not requested medical

treatment. If an employee refuses to submit to an employer requested post-injury chemical test, the employee forfeits all related workers compensation benefits as provided in K.S.A. 44-501(b)(1)(E). Chemical test collection, labeling, and performance shall meet the requirements found in K.S.A. 44-501(b)(3).

Choice of Physician

The board shall have the right to choose a designated health care provider to provide medical assistance to any employee who suffers an injury while performing their job. However, if the injured employee chooses to go to a medical provider other than the designated provider, the recovery for such expenses shall be limited to \$500.00.

Approved:08/12/2019

GAOF Salary Deductions (See GAL)

MISSING

GAR Communicable Diseases

GAR

Whenever an employee has been diagnosed by a physician as having a communicable disease as defined in current regulation, the employee shall

report the diagnosis and nature of the disease to the superintendent or the superintendent's designee so that a proper reporting may be made to the county or joint board of health as required by current law.

An employee afflicted with a communicable disease dangerous to the public health may be excluded from district owned or operated property for the duration of the contagiousness in order to give maximum health protection to other school employees and to students.

The employee shall be allowed to return to duty upon recovery from the illness, when the employee is no longer contagious as authorized by the employee's physician or local health officer, or after the expiration of any period of isolation or quarantine.

The board reserves the right to require a written statement from the employee's physician or local health officer indicating that the employee is free from all symptoms of the communicable disease.

If a school employee has been diagnosed as having a communicable disease and the superintendent has been notified by the employee, the superintendent or the superintendent's designee shall determine whether a release shall be obtained from the employee's physician or local health officer before the employee returns to duty.

Decisions regarding the type of employment setting for an employee with a communicable disease shall be made by the

GAR Communicable Diseases

GAR-2

superintendent or the superintendent's designee based upon consideration of the physical condition of the employee and the following factors:

- the nature of the risk;

- the duration of the risk;
- the severity of the risk; and
- the probability that the disease will be transmitted or cause harm to the employee or to others who will share the same setting.

No information regarding employees with communicable diseases shall be released by school personnel without the employee's consent except as allowed by state or federal law.

Additional Certifications of Health

If at any time the board has reason to believe that an employee is suffering from an illness detrimental to the health of pupils, the board reserves the right to require such employee to provide the board with a new certificate of health in order to protect the health, safety, and welfare of the school's students.

Approved: 02/08/2021

GARA Bloodborne Pathogen Exposure Control Plan

The board shall adopt an exposure control plan that conforms to current Occupational Safety and Health Administration (OSHA) standards and regulations of the Kansas Department of Human Resources (KDHR).

The plan shall be accessible to all employees and shall be reviewed and updated at least annually. All staff shall receive the training equipment necessary to implement the plan.

Approved: 02/06/2012

EXPOSURE CONTROL PLAN
FOR BLOODBORNE PATHOGENS IN
PRAIRIE HILLS U.S.D. #113

INTRODUCTION

In late 1991 the Occupational Safety and Health Administration issued safety standard regulations for the handling of bloodborne pathogens by entities subject to its control. Although public entities in the State of Kansas are not subject to OSHA, state statutes give the Kansas Department of Human Resources the authority to inspect public entities, such as school districts, for safety. In the spring of 1992, KDHR announced that it would apply the OSHA standard to bloodborne pathogens to public entities in the State of Kansas. This Exposure Control Plan will be implemented in U.S.D. No. 113 to achieve compliance with the state directive.

EXPOSURE DETERMINATION

For purposes of this plan “occupational exposure” means reasonably anticipated skin, eye, mucous membrane, or parenteral (piercing mucous membranes or the skin barrier through needle sticks, human bites, cuts, abrasions, etc.) contact with blood or other potentially infectious materials (OPIMs) that may result from the performance of the employee’s duties. OPIMs include body fluids such as semen, vaginal secretions, respiratory discharge, tears, vomitus, urine, feces, saliva in dental procedures, etc. For purposes of this plan, employees of the district, by job classifications have been divided into three categories:

Category I

All employees in the following job classifications at U.S.D. No. 113 have potential for higher occupational exposure:

Athletic coaches

Custodians

School Nurses

Secretaries

Physical Education

High Risk Teachers & Para-Educators: i.e. Industrial Arts, Special Education (if involved w/student’s personal hygiene) or others so determined on case-by-case basis.

Category II

Some employees in the following job classifications in U.S.D. No. 113 may have an occasional occupational exposure:

Principals

Bus drivers

Teachers & Instructional Support Staff

Cooks

Counselors

Category III

Some employees in U.S.D. No. 113 are unlikely to have occupational exposure. These job classifications include:

Central office personnel including administrators
Transportation supervisor
Service technician
Activity Directors

IMPLEMENTATION SCHEDULE AND METHODOLOGY

METHODS OF COMPLIANCE

“Universal Precautions” is an approach to infection control. According to the concept of Universal Precautions, all human blood and certain human body fluids are treated as if known to be infectious for Human Immunodeficiency Virus (HIV) or Hepatitis B Virus (HBV). Universal Precautions shall be observed in U.S.D. No. 113 to prevent contact with blood and OPIMs.

ENGINEERING AND WORK PRACTICE CONTROLS

Engineering and work practice controls will be used to eliminate or minimize all employee exposure. Where exposure potential remains, personal protective equipment shall also be used.

ENGINEERING CONTROLS

Engineering controls are controls which isolate or remove the bloodborne pathogen hazard from the work place. The following engineering controls will be used in the district:

1. The district will maintain appropriate containers for disposal of needles or sharps
2. The district will maintain appropriate receptacles for the deposit of contaminated clothing, protective clothing, and other articles.

CONTROL

INSPECTED BY

TIMELINE

Sharps containers
Trash Receptacles

School Nurse
Custodian

Monthly
Daily

WORK PRACTICE CONTROLS

Work practice controls are those controls that reduce the likelihood of an exposure by altering the manner in which the task is performed.

The following work practice controls apply in U.S.D. No. 113:
Contaminated needles will not be bent, recapped or removed and will be disposed of in appropriately labeled containers.

Eating, drinking, smoking, applying cosmetics, applying lip balm and the handling of contact lenses is prohibited in areas where there is a reasonable likelihood of occupational exposure.

Food and drink cannot be kept in any area where blood or OPIMs are present.

Procedures involving blood or OPIMs will be performed in a manner to minimize splashing, spraying, or spattering.

Mouth suctioning of blood or OPIMs is prohibited.

Specimens of blood or OPIMs should not be brought to or taken in the school. If specimens of blood or OPIMs are present in the school they should be in leak proof containers, appropriately labeled, and closed prior to storing or transporting.

Equipment which may become contaminated with blood or OPIMs shall be decontaminated, or appropriately labeled, as soon as is feasible after the contamination occurs. Affected employees and, if necessary, outside servicing agents, will be informed of the contamination of the equipment prior to any handling, servicing or shipping of the equipment.

HAND WASHING FACILITIES

Hand washing facilities are provided for all students and employees of the district. Because washing one's hands with soap and running water is one of the most effective ways to prevent the spread of disease through blood or OPIMs, employees shall wash their hands with soap and water whenever exposure occurs. Although hand washing may be advisable in other situations, employees must thoroughly wash their hands, or any other exposed or contaminated skin with soap and water in these situations:

1. Immediately after the removal of gloves or other personal protective equipment.
2. Following contact of hands or other skin with blood or OPIMs.

In some situations, such as on athletic activities or field trips, hand washing facilities may not be available. In this case, the person in charge of the event (football coach, teacher who is taking the class on a field trip, etc.) shall ensure that antiseptic towelettes or hand sanitizer are available for use. Antiseptic towelettes or hand sanitizer which may be used for this purpose are stored in the nurse's office and may be obtained through the school nurse. Whenever an employee uses an antiseptic towelette or hand sanitizer, the employee shall thoroughly wash his or her hands with soap and water as soon as it is feasible to get to a hand washing facility.

PERSONAL PROTECTIVE EQUIPMENT

It shall be the responsibility of each building principal to ensure that appropriate personal protective equipment is available and readily accessible for each employee's use at no cost to the employee. The principal shall also ensure that all employees use personal protective equipment when there is occupational exposure. In the event that an employee, exercising his or her personal judgement, fails to use protective equipment, the circumstances will be investigated and documented in order to determine whether changes can be instituted to prevent future occurrences.

It shall be the responsibility of any employee who uses personal protective equipment to place the equipment in the appropriately designated receptacle for storage, washing, decontamination or disposal after its use. These receptacles are located in the nurse's office. The school district shall be responsible for storing, cleaning, laundering, decontaminating, repairing, replacing or disposing of such equipment.

All personal protective equipment which is penetrated by blood or OPIMs should be removed as soon as is feasible and placed in the appropriate receptacle.

Personal protective equipment is stored in the nurse's office and/or school office. The equipment may be checked out or obtained for use by contacting the school nurse. The following personal protective equipment is available in the district for use by its employees:

Gloves. Gloves shall be worn by any employee when it is reasonably anticipated that there will be hand contact with blood, OPIMs, mucous membranes or non-intact skin. Gloves shall also be worn when handling or touching contaminated items or surfaces.

Disposable (single use) gloves are available for employee use in situations where such use is warranted or directed. These gloves should be deposited by the employee in the appropriate container for disposal immediately following their use. Hand washing after removing the gloves is required.

Utility gloves are assigned to some employees. These gloves may be decontaminated for reuse, and should be deposited in the appropriate container for washing or decontamination. Any employee to whom utility gloves are assigned shall be responsible for regularly inspecting these gloves for punctures, cracking or deterioration. The employee shall dispose of such gloves when their ability to function as a barrier is compromised. The employee shall report the disposal of the gloves to the school nurse who shall ensure that a new pair of utility gloves is assigned to the employee.

Masks, eye protection, and face shields shall be worn whenever splashes, spray, splatter or droplets of blood or OPIMs may be generated and eye, nose or mouth contamination can be reasonably anticipated. They are available in the school office or nurse's office.

Gowns, lab coats, aprons, and other protective body clothing shall be worn in occupational exposure situations. The type of protective clothing necessary will depend on the degree of exposure, and shall be left to the employee's judgment.

HOUSEKEEPING

It shall be the responsibility of the school custodian to see that each work site and building in the district is maintained in a clean and sanitary condition.

All equipment and environmental and working surfaces shall be cleaned and decontaminated with an appropriate disinfectant as soon as feasible after contact with blood or OPIMs.

Protective coverings used to cover equipment and environmental surfaces shall be removed and decontaminated or replaced as soon as feasible when they become overtly contaminated.

All bins, pails, cans, and waste paper baskets shall be inspected, cleaned, and decontaminated on a regularly scheduled basis, or as soon as feasible upon visible contamination.

Broken glassware shall not be picked up by hand, but by using a broom and dustpan, tongs, vacuum cleaner or other mechanical means.

The following cleaning schedule and method of decontamination will be implemented in the district:

<u>AREA</u>	<u>SCHEDULED CLEANING</u>	<u>METHOD</u>
Locker rooms	Daily*	Disinfectant
Restrooms	Daily*	Disinfectant
Nurse Office	Daily*	Disinfectant
Classrooms or hallways	Daily*	Disinfectant
Laboratory or workshops	Daily*	Disinfectant

*or after contamination.

All contaminated and regulated waste will be disposed of in compliance with state and federal regulations.

LAUNDRY

The school district will use Universal Precautions with all soiled or contaminated laundry. Any contaminated items which can be laundered will be bagged at the site of the contamination and handled as little as possible. If the items are wet, leak proof bags or containers shall be used. Such items shall not be sorted or rinsed at the site of the contamination. The bags shall be deposited in the appropriately labeled receptacle in the building.

Any employee who comes into contact with contaminated items or laundry shall wear gloves and other personal protective equipment as deemed necessary or appropriate.

HEPATITIS B VACCINATION

The School District will make the Hepatitis B vaccination series available to any employee of the district who has occupational exposure and falls within Category I of the exposure determination. In light of the OSHA directive in early July 1992, indicating that persons who render first aid only as a collateral duty, responding solely to injuries resulting from work place incidents, generally at the location where the injury occurred may be offered post-exposure vaccination rather than pre-exposure vaccination, the district will make the Hepatitis B vaccination series available to employees in categories II and III within 24 hours of possible exposure to HBV.

The Hepatitis B vaccination and any medical evaluation required before the vaccine can be administered will be provided to the employee at no cost. No employee shall be required to participate in a prescreening program as a prerequisite for receiving the Hepatitis B vaccination. The vaccine will be offered after the employee has received training on bloodborne pathogens and within 10 working days of an employee's initial assignment to work involving the potential for occupational exposure, unless the employee has previously been vaccinated, antibody testing has revealed that the employee is immune, or the vaccine is contraindicated for medical reasons.

Employees who decline the Hepatitis B vaccine will sign a waiver form as required by Appendix A of the OSHA standard. (A copy of the required waiver form is attached to this plan.) The School nurse shall be responsible for assuring that the vaccine is offered, and that the necessary waiver is signed and appropriately filed for any employee who declines to accept the Hepatitis B vaccination which was offered.

Any employee who initially declines the Hepatitis B vaccination may later request the vaccination. The district will provide the vaccination for the employee at that time.

Although booster doses of Hepatitis B vaccine are not currently recommended by the U.S. Public Health Service, if such booster doses are recommended in the future, the district will make the booster doses available at no cost to all employees who have occupational exposure.

REPORTING PROCEDURES FOR FIRST AID INCIDENTS

Whenever an employee in category II or III is involved in a first aid incident which results in potential exposure, the employee shall report the incident to the school nurse or building principal before the end of the work shift during which the incident occurred. The employee must provide the school nurse or principal with the names of all first aid providers involved in the incident, a description of the circumstances of the accident, the date and time of the incident, and a determination of whether an exposure incident, as defined in the OSHA standard and this policy, has occurred. The information shall be reduced to writing by the school nurse and maintained in the first aid incident report file. The district will maintain a list of such first aid incidents which will be readily available to all employees and provided to KDHR upon request. Any employee who renders first aid or other assistance in any situation involving the presence of blood or OPIMs,

regardless of whether or not a specific exposure incident occurs, will be offered the full Hepatitis B immunization series as soon as possible, but in no event later than 24 hours after the incident occurs. If an exposure incident has occurred, other post-exposure evaluation and follow-up procedures will be initiated as well.

POST-EXPOSURE EVALUATION AND FOLLOW-UP

An exposure incident occurs when there is specific mucous membrane, non-intact skin or parenteral contact with blood or OPIMs. Whenever an employee has an exposure incident in the performance of his or her duties, an opportunity for a confidential post-exposure evaluation and follow-up will be provided to the employee at the expense of the district.

Post-exposure evaluation and follow-up shall be performed by Sabetha Family Practice according to recommendations of the U.S. Health Service current at the time these evaluations and procedures take place. The district will make sure that any laboratory tests required by the evaluation or follow-up procedures are conducted at an accredited laboratory at no cost to the employee.

Whenever an exposure incident occurs, the exposed employee shall report the incident to the school nurse, who will explain to the employee his or her right to a post-exposure evaluation and follow-up. If the employee desires an evaluation, the school nurse will contact the Sabetha Family Practice Group as soon as feasible to arrange for the post-exposure evaluation for the employee.

A post-exposure evaluation and follow-up will include the following elements:

1. Documentation of the circumstances under which the exposure incident occurred, including the route(s) of the employee's exposure.
2. Identification and documentation of the source individual whose blood or OPIMs caused the exposure, unless identification is infeasible or prohibited by law.
3. Unless the source individual is known to be infected with HBV or HIV, the school district through the school nurse will seek the consent of the source individual for blood testing for HBV or HIV. Failure to obtain consent will be documented by the district.
4. If the source individual consents, results of the source individual's blood testing will be made available to the exposed employee, along with information on laws concerning the disclosure of the identity and infectious status of the source individual.
5. If the exposed employee consents, blood testing of his or her blood will be completed as soon as possible. If the employee consents to baseline blood collection, but not to HIV serologic testing, the blood sample will be retained for 90 days. The employee may request testing of the sample at any time during the 90 day period.
6. The exposed employee will be offered post-exposure prophylaxis in accordance with current recommendations of the U. S. Public Health

Service. These recommendations are currently as follows: If the source individual has AIDS, is HIV positive, or refuses to be tested, the employee should be counseled regarding the risk of infection and evaluated clinically and serologically for evidence of HIV infection as soon as possible after the exposure. The employee should be advised to report and seek medical evaluation for any acute febrile illness that occurs within 12 weeks after the exposure. Retesting on a periodic basis may be necessary. During this follow-up period, especially the first 6-12 weeks after exposure, the employee should follow recommendations for preventing the transmission of the virus.

7. The exposed employee will be offered counseling concerning precautions to take during the period after the exposure incident. The employee will also be given information on what potential illnesses to be alert for and to report any related experiences to appropriate personnel. Reports should be made to the school nurse.

WORKING WITH THE HEALTH CARE PROFESSIONAL

The school nurse will provide physician(s) with a copy of the OSHA regulation governing bloodborne pathogens, and ensure that the physician(s) are provided with: a description of the employee's duties as they relate to the exposure incident, documentation of the circumstances under which the exposure incident occurred, results of the source individual's blood test (if available), and all medical records which the district is required to maintain which are relevant to the appropriate treatment of the employee, including the employee's vaccination status.

WRITTEN OPINION OF THE HEALTH CARE PROFESSIONAL

Following post-exposure evaluation, the health care professional shall provide the school district with a copy of his or her written opinion within 15 days after the completion of the evaluation. This opinion shall include:

1. An opinion on whether Hepatitis B vaccination is indicated for the employee, and if the employee has received the vaccination.
2. A statement that the employee has been informed of the results of the evaluation and about any medical conditions resulting from exposure to blood or OPIMs which require further evaluation or treatment.

All other findings or diagnoses shall remain confidential between the employee and the health care provider and shall not be included in the written opinion.

COMMUNICATION OF HAZARDS TO EMPLOYEES

LABELING

Any container which contains used needles, blood or OPIMs in the district shall be appropriately labeled with a "BIOHAZARD" label, or shall be red in color. All

“BIOHAZARD” labels will have a fluorescent orange or orange-red background and have the biohazard symbol and the word “BIOHAZARD” in a contrasting color.

Any receptacle used for the disposal or deposit of contaminated materials for laundering or discard will be red in color, appropriately labeled or lined with red bags.

Any equipment which is contaminated will be appropriately labeled.

TRAINING

A training program on bloodborne pathogens will be provided for all employees with occupational exposure. Training will be provided during working hours, and at no cost to the employee. Attendance at training sessions is mandatory.

Initial training will be provided for all employees within 60 days after the adoption of this exposure control plan. Thereafter an employee will be provided with training at the time of initial assignment to tasks where occupational exposure may occur. Annual training for all employees will be provided within one year of their previous training. Additional training will be provided if changes in an employee’s assignments affect the employee’s occupational exposure.

The training program will be conducted by a person who is knowledgeable in the subject matter covered by the elements contained in the training program as it relates to the work place that the training will address, and presented in a manner which is understandable for all employees.

The training program will contain, at a minimum, the following elements:

- (1) A copy of the OSHA standard and explanation of its contents;
- (2) A general explanation of the epidemiology and symptoms of bloodborne diseases;
- (3) An explanation of the modes of transmission of bloodborne pathogens;
- (4) An explanation of the exposure control plan and information on how the employee may obtain a copy of the plan;
- (5) An explanation of the appropriate methods for recognizing tasks and other activities that may involve exposure to blood and OPIMs;
- (6) An explanation of the use and limitations of methods, such as engineering controls, work practices, and personal protective equipment, that will prevent or reduce exposure;
- (7) Information on the Hepatitis B vaccine, including information on its efficacy, safety, method of administration, benefits, and the conditions under which it is offered, free of charge, to employees;
- (8) Information on the appropriate actions to take and the persons to contact in an emergency involving blood or OPIMs;
- (9) An explanation of the procedure to follow if an exposure incident occurs, including the method of reporting and the medical follow-up that will be made available at no charge;
- (10) Information on the post-exposure evaluation and follow-up following an exposure incident;
- (11) An explanation of labeling and color coding; and
- (12) An opportunity for questioning the person conducting the training session.

RECORD KEEPING

MEDICAL RECORDS

The school district will establish and maintain a confidential medical record for each employee with occupational exposure. This record will include: (1) the name and social security number of the employee; (2) a copy of the employee's Hepatitis B vaccination status, including the dates the vaccination was given, any medical records relative to the employee's ability to receive the vaccination, or the employee's signed waiver; (3) a copy of all results of examinations, medical testing, and follow-up procedure; (4) a copy of the health care professional's written opinion following post-exposure evaluation and follow-up; and (5) a copy of any information provided to the health care professional under the evaluation and follow-up procedures.

The medical records of employees maintained under this policy will be kept confidential and will not be disclosed to any person, except as required by law, without the employee's express written consent. Medical records required under this plan will be maintained for the duration of the employee's employment, and for thirty years thereafter.

TRAINING RECORDS

The school district will maintain records of all training sessions offered to employees under this plan. Such records will include: The dates of the training session; a summary of the contents of the session; the name(s) and qualifications of the persons conducting the training; and the names and job titles of all persons attending the training sessions. Training records will be kept for at least three years from the date on which the training occurred. Employee training records will be made available for inspection to employees, anyone having the written consent of the affected employee, and to KDHR upon request.

ACCESSIBILITY AND REVIEW

A copy of this Exposure Control Plan will be accessible to all employees of the district in the central office of each building in the district. Any employee will be provided with a copy of the plan at no cost upon request. A copy of this plan will also be made available to KDHR upon request.

This Exposure Control Plan will be reviewed and updated at least annually, or whenever necessary to reflect new or modified tasks and procedures which affect occupational exposure, or to reflect new or revised employee positions with occupational exposure. The Superintendent shall be responsible for scheduling the annual review of this plan.

Approved:

ATTACHMENT #1

HEPATITIS B VACCINE DECLINATION FORM

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be a risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at no charge to me.

Date: _____ Signature Employee: _____

[NOTE: This waiver form is Appendix A to the OSHA standard. It must be signed to this form by any employee who has occupational exposure and who declines the vaccination after receiving training on the vaccination. If an employee decides to decline the vaccination, this form should be file in the employee's medical record.]

ATTACHMENT #2

FIRST AID INCIDENT REPORT

1. Date and time of the first aid incident:

2. Names of all first aid providers:

3. Description of the accident or incident, and the circumstances surrounding it, which resulted in the need for first aid procedures:

4. Did an exposure incident occur? YES or NO
(An exposure incident occurs when there is specific mucous membrane, non-intact skin or parenteral contact with blood or other potentially infectious materials. Parenteral contact means the piercing of mucous membranes or the skin barrier through needle sticks, human bites, cuts, abrasions, etc.)

5. Post-exposure evaluation and follow-up (were) (were not) offered.
[If the affected employee believes that an exposure incident has occurred, the employee should be offered post-exposure evaluation and follow-up and the post-exposure evaluation and follow-up form should also be completed.]

6. The affected employee was offered the full Hepatitis B immunization series at _____ . [NOTE: The Hepatitis B vaccine must be offered as soon as possible, but in no event later than 24 hours after the incident occurs. The vaccine must be made available whenever a first aid incident occurs, whether or not an exposure incident has occurred.]

Date and time of the report _____

Signature of responsible person _____

[This report will be filed in the employee's medical record. A copy of the report will be filed in the first aid incident report file.]

ATTACHMENT #3

POST-EXPOSURE EVALUATION AND FOLLOW-UP REPORT

1. Name of the employee who had an exposure incident.

2. Date, time, and place of the exposure incident.

3. A description of the circumstances under which the exposure incident occurred:

4. A description of the route(s) of the employee's exposure:

5. Information on the source individual:

a. The identity of the source individual (is) (is not) known.

[If the answer is "is not" go to questions 6.]

b. The source individual (is) (is not) known to be infected with HBV or HIV.

[If the answer is "is" go to questions 6.]

c. The school district, through _____ sought the consent of the source individual to blood testing. The source individual (did) (did not) consent to blood testing. [If the answer is "did not" go to question 6.]

d. The source individual (did) (did not) consent to having the results of the blood test released to the school district and to the affected employee. [If the answer is "did not" go to question 6. If the answer is "did" the affected employee and any employee who receives the information on behalf of the district should be instructed that such information must be kept confidential pursuant to Kansas law.]

e. _____ made the results of the source individual's blood test available to the affected employee on _____.

6. _____ was informed of his/her right to post-exposure evaluation and follow-up by _____ on _____. _____ was informed that _____ would perform the evaluation at _____, at the expense of the district, and that _____ would arrange an appointment for the evaluation.

_____ (declined) (accepted) the offer and the appointment (was) (was not) made.

7. _____ offered post-exposure prophylaxis in accordance with current recommendations of the USD #113 Board Policy _____.

8. _____ offered counseling with _____ concerning precautions to take during the period after the exposure incident. Such counseling also included information on potential illnesses. _____ was instructed to report any related experiences to _____.

Date of report _____ Signature of Responsible Employee _____

[This report will be filed in the employee's medical record. A copy of this report will be provided to the health care professional doing the evaluation along with a copy of the OSHA regulation, a description of the employee's duties as they relate to the exposure incident, the result of the source individual's blood test, if available, and a copy of the employee's medical record.]

HEPATITIS B IMMUNIZATION EMPLOYEE CONSENT FORM

I understand that due to my occupational exposure to blood or other potentially infectious materials, I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine at no cost to

myself and I have received a copy of the hepatitis B (HBV) information sheet and have been explained the information thereon. I further certify that I understand the contents of the hepatitis B information sheet and it has been explained to me that:

1. I may request HBV antibody testing prior to deciding whether or not to receive the hepatitis B vaccination;
2. If I am found to be immune to HBV by virtue of adequate antibody titer, then my employer is not required to offer to me the HBV vaccination; and
3. Should I decline the offer to receive the HBV vaccination, and at a later date decide to accept the HBV vaccination, I may do so at that time in accordance with the policies governing hepatitis B immunization and at no cost to myself.

I have been instructed that as a result of this vaccination, I may experience some side effects such as:

- | | |
|------------------------------------|---------------------|
| 1. Soreness at the injection site; | 5. Local reaction; |
| 2. Fatigue; | 6. Rash; |
| 3. Fever; | 7. Headache; and/or |
| 4. Joint pain; | 8. Dizziness. |

I hereby ACCEPT DECLINE the hepatitis B vaccination.

Date: _____ Signature: _____ Employee: _____

Social Security Number: _____

Prescreening Date (as applicable): _____

Results: _____

Date of Initial Vaccination: _____ Date of Second Vaccination: _____

Date of Third Vaccination _____ Date of Booster Vaccination _____

Results: _____

I certify that the above named employee received a copy of the hepatitis B information sheet and has been fully explained the contents thereof. I further certify that I reviewed with the above named employee or established hepatitis B immunization policy and procedures.

Medical record. Date _____ Signature - _____ Title _____

The original copy of this consent form must be filed in the employee's file.

GARI Family and Medical Leave

Eligible district employees shall be provided family and medical leave as provided by a plan approved by the board. The plan for providing

leave under this policy shall be filed with the clerk of the board and made available to all staff at the beginning of each school year.

Approved: 06/09/2014

GARID Military Leave

Employees are entitled to military leave under the Uniformed Services Employment and Reemployment Rights Act of 1994. The Act

applies to military service that began on or after December 12, 1994 or military service that began before December 12, 1994 if the employee was a reservist or National Guard member who provided notice to the employer before leaving work.

Reemployment rights extend to persons who have been absent from work because of “service in the uniformed services.” The uniformed services consist of the following military branches:

time of Army, Navy, Marine Corps, Air Force or Coast Guard.
Army Reserve, Navy Reserve, Marine Corps Reserve, Air Force Reserve or Coast Guard Reserve.
Army National Guard or Air National Guard.
Commissioned corps of the Public Health Service.
Any other category of persons designated by the President in war or emergency.

“Service” in the uniformed services means duty on a voluntary or involuntary basis in a uniformed service, including:

Active duty.
Active duty for training.
Initial active duty for training.
Inactive duty training.
Full-time National Guard duty.
Absence from work for an examination to determine a person’s fitness for any of the above types of duty.

The employee may be absent for up to five (5) years for military duty and retain reemployment rights. There are, however, exceptions which can exceed the five (5) year limit. Reemployment protection does not depend on the timing, frequency, duration or nature of an individual’s service. The

GARID Military Leave

law enhances protections for disabled veterans including a requirement to provide reasonable accommodations and up to two (2) years to return to work if convalescing from injuries received during service or training.

The returning employee is entitled to be reemployed in the job that they would have attained had they not been absent for military service, with the same seniority, status and pay, as well as other rights and benefits determined by **LAW**. If necessary, the employer must provide training or retraining that enables the employee to refresh or upgrade their skills so they can qualify for reemployment. While the individual is performing military service, he or she is deemed to be on a furlough or leave of absence and is entitled to the non-seniority rights accorded other individuals on non-military leaves of absence. Individuals performing military duty of more than 30 days may elect to continue employer sponsored health care for up to 18 months at a cost of up to 102 percent of the full premium. For military service of less than 31 days, health care coverage is provided as if the individual had never left. All pensions which are a reward for length of service are protected.

Individuals must provide advance written or verbal notice to their employers for all military duty. Notice may be provided by the employee or by the branch of the military in which the individual will be serving.

Notice is not required if military necessity prevents the giving of notice; or, if the giving of notice is otherwise impossible or unreasonable.

GARID **Military Leave**

Accrued vacation or annual leave may be used (but is not required) while performing military duty. The individual's timeframe for returning to work is based upon the time spent on military duty.

TIME SPENT ON MILITARY DUTY	RETURN TO WORK OR APPLICATION FOR REEMPLOYMENT
Less than 31 days:	Must return at the beginning of the next regularly scheduled work period on the first full day after release from service, taking into account safe travel home plus an eight (8) hour rest period.
More than 30 but less than 181 days:	Must submit an application for reemployment within 14 days of release from service.
More than 180 days:	Must submit an application for reemployment within 90 days of release from service.

The individual's separation from service must be under honorable conditions in order for the person to be entitled to reemployment rights. Documentation showing eligibility for reemployment can be required. The employer has the right to request that an individual who is absent for a period of service of 31 days or more provide documentation showing:

- the application for reemployment is timely;
- the five-year service limitation has not been exceeded; and
- separation from service was under honorable conditions.

If documentation is not readily available or does not exist, the individual must be reemployed. However, if after reemploying the individual,

documentation becomes available that shows one or more reemployment requirements were not met, the employer may terminate the individual, effective immediately. The termination does not operate retroactively.

Questions should be directed to Veterans' Employment and Training Service, U.S. Department of Labor.

Kansas law also requires reemployment if an individual is called to active duty by the state.

Approved: 06/09/2014

The board encourages district employees to use technology, including communication devices, to improve efficiency and safety. The district expects all employees to use communication devices in a responsible manner that does not interfere with the employee's job duties. Employees who violate district policies and procedures governing the use of communication devices may be disciplined, up to and including termination, and may be prohibited from possessing or using communication devices while at work. Communication devices may not be used in any manner that would violate the district's policy on student-staff relations.

Definitions

“Communication device” is defined to include all portable devices that send or receive calls or text messages, allow the retrieval of email, or provide access to the Internet. Communication devices shall include, but may not be limited to cell phones, smart phones, iPads, and tablets.

“Use/Using” for the purposes of this policy mean answering or talking on the phone; sending or responding to a text, e-mail, or other communication; opening and viewing pictures or digital recordings; opening and listening to music or audio communications; accessing social media websites; playing games on such device; continuously checking a communication device; or any activity with a communication device that interferes with the employee’s job duties or appropriate supervision of students.

General Use

The district prohibits employees from using any communication device that interrupts or disrupts the performance of duties by the employee or otherwise interferes with district operations, as determined by the employee's supervisor. This prohibition applies regardless of whether the communication device used is owned by the employee or provided by the district. Employees are responsible for keeping communication devices secure and, if possible, password protected.

Supervision of students and the provision of academic instruction are priorities in the district, and employees who are responsible for supervising and/or providing academic instruction to students must concentrate on these tasks at all times. Employees shall not use communication devices when they are responsible for supervising students or when their doing so interrupts or interferes with classroom instruction unless any of the following conditions occurs:

- The device is being used to instruct the students being supervised at the time;
- The use is necessary to the performance of an employment-related duty;
- The employee has received specific and direct permission from a supervisor to do so; or
- There is an emergency.

Even when these conditions exist, the employee is responsible for obtaining assistance in adequately supervising students during the approved use so that students are supervised at all times.

Use in Vehicles

Regardless of other provisions of this policy, unless there is an emergency, employees shall not use communication devices when:

- Driving district-provided vehicles;
- Operating a vehicle in which a student is being transported when the transportation is provided as part of the employee's job; or
- Supervising students who are entering or exiting a vehicle, crossing thoroughfares, or are otherwise attempting to safely reach their destinations.

Even in emergency situations, employees should first take all possible safety precautions before using communication devices.

Employees are subject to local, state, and federal laws governing use of cell phones while driving and will be solely responsible for all traffic violation liabilities resulting from their use of a phone while driving.

Use of District-Provided Communication Devices

The district may provide communication devices and service to some employees to assist them in carrying out their employment-related duties on and off district property. Use of a district-provided communication device is a privilege. The superintendent or designee has sole discretion as to which employees will be provided communication

GAT Staff Use of Communication

Devices

GAT-4

devices and may recall any previously issued communication device. Employees do not have any expectation of privacy in district-provided communication devices or any information stored on them, and such devices may be confiscated and searched at any time.

Employees are expected to exercise reasonable care to protect district-provided communication devices from damage or theft and must report any such incidents immediately. The district may require employees to

reimburse the district for any damage or theft that was the result of the employee's negligence. Users of district-provided communication devices must abide by any use limitations included in the district's service contract.

Personal Use of District-Provided Communication Devices

Personal use of district-provided communication devices is permissible as long as the use does not exceed the limits of the applicable plan. An employee whose use exceeds plan limitations will be required to reimburse the district for all expenses beyond those covered by the plan and may have privileges suspended or revoked unless the employee can show that all use was for employment-related duties and the device was not used for personal reasons. The amount of personal use of a communication device or service paid for under E-Rate can be no greater than the cost allocation submitted in the request for the E-Rate discount.

Staff members electing to use district communication devices for personal reasons will be subject to income tax liability for such benefit.

GAT Staff Use of Communication

Devices

GAT-5

Staff Bring Your Own Device Policy

Use of employees' personal communication devices during work hours shall be restricted to classroom or work-related activities. Such personal communication devices may only be used by the staff member and are not for student use. The security of personal computing devices is solely the responsibility of the staff member. Any loss resulting from damage or theft of personal communication devices in the school setting is not the responsibility of the district.

Approved: 10/13/2014

GBA Compensation Guides and Contracts

The board shall develop compensation guides for the district.

Approved:

CURRENT NEGOTIATED AGREEMENT GOES HERE

GBBA Qualifications and Duties

The district will develop a comprehensive job description for each classification of certified employees.

Approved: 02/06/2012

GBH Supervision

GBH

The superintendent and other administrators designated by the superintendent have the right to supervise licensed staff. The responsibility for the immediate supervision of licensed staff rests with each building principal.

Approved: 08/12/2019

GBI Evaluation of Personnel Staff

Introduction

Evaluation in the Prairie Hills School District is based on the proposition of improving individual teacher performance to provide effective instruction for students. The evaluatee and evaluator are to work together to achieve this goal. In addition, the following characteristics will be part of this evaluation process:

1. Establishing a positive administrator-teacher relationship.
2. Observing and collecting descriptive data of teacher behavior.
3. Analyzing the data and discussing implications for teacher behavior as it pertains to student learning.
4. Planning for professional improvement and future observations.

The District uses the criteria listed on the evaluation instrument as a description of the qualities desired in an effective teacher.

Approved: 08/12/2019

GBI-R Procedure for Using the Evaluation Instrument

All certified personnel in the first three years of consecutive service will be evaluated at least one time per semester with the formal evaluation completed within 60 days of the beginning of the semester. The second formal evaluation must be completed by February 15. All certified personnel in the fourth year of service or above will be evaluated at least one time per year by February 15. The formal evaluation conference between the evaluatee and evaluator must be held within the dates listed above. The evaluatee will be given a one-day notice prior to the formal evaluation conference.

The administrative staff will be responsible for making all evaluations. All evaluations must be made in writing on the evaluation instrument as adopted by the board of education. Evaluations will be made in triplicate. The original being filed with the central office and the second and third copies going to the teacher and administrator.

Each evaluatee must acknowledge presentations of the evaluation document by signature. The evaluatee may respond in writing to the Superintendent in regards to the evaluation document within two weeks of presentation of the document. This response shall be attached to the evaluation document.

Prior to the formal evaluation conference, each certified staff member may evaluate himself on the district's adopted evaluation criteria. This self-evaluation is to

serve as a portion of the basis for the formal evaluation conference. However, it is not to be submitted to the administrative staff and will not become a part of the certified staff member's personnel file.

Approved: 02/06/2012

GBI-R-2 Evaluation

The completed evaluation document will be available only to the individual evaluate, the administrative staff (consisting of the superintendent and principals and the assistants thereof), the board of the education, the school board attorney at the request of the board, the State Board of Education, or to the administration and the board of any district to which a teacher makes an application of employment or to other persons specified by the evaluatee in writing.

Specific goals and objectives to improve job effectiveness must be developed cooperatively by the evaluatee and evaluator at the formal evaluation conference if an "unsatisfactory" rating is given. These must be written on the form provide and filed with the evaluation document in the central office. It is expected that these be reviewed jointly by the educator and administrator on three occasions prior to the next formal evaluation.

In addition to the formal evaluation procedure, it is the expectation of the board of education that frequent conferences of a more informal nature will take place between the evaluator and evaluatee. These conferences may be initiated by either party, and their purpose is to provide for communication in improving job effectiveness. If, as a result of these conferences, additional goals and objectives are determined to improve job

effectiveness, these are to be filed with and attached to the formal evaluation document.

Marked improvement in areas which were previously noted as “unsatisfactory” should be filed in this manner.

The following definitions are given to clarify the ranking scale.

Observation Summary Form

This form summarizes ratings from the standards’ rubrics and requires the evaluator to provide a description of areas needing improvement and/or comments about the Educator’s practice.

Name of Educator:	
School:	School Year:
Evaluator/Administrator:	District:
Date Completed:	
Check One:	<input type="radio"/> 1-2 years employed by the district <input type="radio"/> 3-4 years employed by the district <input type="radio"/> 5+ years employed by the district

STANDARD 1.1 EDUCATOR DEVELOPMENT				
Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Creating developmentally appropriate instruction				
Adapting Instruction to meet student needs				
Collaboration with stakeholders				
Comments: Areas of Improvement and/or Plan of Assistance:	Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Learning organized in groups or teams <input type="checkbox"/> Lessons plans reflect understanding of prerequisite knowledge/skill <input type="checkbox"/> Lesson plans reflect familiarity of wide range of pedagogical techniques <input type="checkbox"/> Lesson plans reflect variety of developmentally appropriate instructional approaches <input type="checkbox"/> Educator reflections on individual learner development <input type="checkbox"/> Learning styles inventories <input type="checkbox"/> Student work samples 			

	<input type="checkbox"/> Lesson plans with adaptations identified <input type="checkbox"/> Conference Notes with colleagues <input type="checkbox"/> Parent-teacher conference schedule <input type="checkbox"/> Parent-teacher conference notes/summary <input type="checkbox"/> Community/stakeholder input <input type="checkbox"/> Others: [insert text box here]
Resources needed to complete areas of improvement:	

STANDARD 1.2 Learner Differences				
Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Learning differences				
Methods to build on prior knowledge				
Comments:	Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Student and/or parent surveys <input type="checkbox"/> Student writing <input type="checkbox"/> Attendance data <input type="checkbox"/> Student reflection writing <input type="checkbox"/> Classroom rules and procedures established collaboratively <input type="checkbox"/> Learning organized in groups or teams <input type="checkbox"/> MTSS Utilized <input type="checkbox"/> Meetings with Special Education and/or ESOL Educators for additional student support <input type="checkbox"/> Participation in IEP, Individual Learning Plans, and SIT meetings <input type="checkbox"/> Lesson plans reflect familiarity of wide range or pedagogical techniques <input type="checkbox"/> Student developed rubrics <input type="checkbox"/> Models of recent student work posted in either classrooms or hallways <input type="checkbox"/> Feedback to students <input type="checkbox"/> Student work samples <input type="checkbox"/> Pre-test and/or post-tests <input type="checkbox"/> Other [Insert Text Box here] 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 1.3 Learning Environment

Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Managing student behavior				
Positive learning climate				
Safe environment				
Comments:	<p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discipline Policy is clear & posted <input type="checkbox"/> Immediate response to student issues <input type="checkbox"/> Discipline referrals to office <input type="checkbox"/> Meets with parents <input type="checkbox"/> Responses to parent concerns are handled with professionalism & cultural sensitivity <input type="checkbox"/> Classroom rules & procedures are established collaboratively <input type="checkbox"/> Electronic communication with students, parents, & families <input type="checkbox"/> Conducts home visits <input type="checkbox"/> Student work is displayed & current <input type="checkbox"/> Provides classroom rituals & routines which promote positive student interactions <input type="checkbox"/> System for non-instructional duties is in place & students assume responsibility for completion <input type="checkbox"/> Transitions occur smoothly during the instruction <input type="checkbox"/> Physical space can be re-arranged to support student learning <input type="checkbox"/> Participates in safety drills <input type="checkbox"/> Behavior/office referrals <input type="checkbox"/> Provide psychological support & physical space to enhance student learning <input type="checkbox"/> Other [Insert Text Box here] 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 2.1 Knowledge of Content

Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Demonstrate content knowledge				
Utilize content standards				
Link new learning to prior knowledge				
Higher order thinking				
Comments:	Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum committee work documentation <input type="checkbox"/> Educator developed assessments & rubrics <input type="checkbox"/> Student writing across the content areas <input type="checkbox"/> Feedback to students <input type="checkbox"/> List of readings/research <input type="checkbox"/> Lesson plans aligned to content standards (local, state, national levels) & are followed <input type="checkbox"/> Written and/or posted objectives & standards <input type="checkbox"/> Curriculum alignment documents (educator, building and/or district) <input type="checkbox"/> Lesson plans reflect understanding of prerequisite knowledge <input type="checkbox"/> Student work samples <input type="checkbox"/> Data from pre and post tests <input type="checkbox"/> Student involvement in classroom developed activities <input type="checkbox"/> Educator questioning at higher levels <input type="checkbox"/> Projects including analysis, evaluation, synthesis, & creation <input type="checkbox"/> Student reflection <input type="checkbox"/> Student work exhibits higher cognitive level of thinking <input type="checkbox"/> Other [Insert Text Box here] 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 2.2 Content Application

Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Interdisciplinary connections				
Real-world issues with critical thinking and problem solving				
Comments:	<p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans reflect a familiarity of wide range of interdisciplinary techniques <input type="checkbox"/> Educator meetings to design cross curricular projects <input type="checkbox"/> Student projects reflect cross curricular involvement <input type="checkbox"/> Co-curricular performances tied to subject area <input type="checkbox"/> Educator uses wait time to allow students to respond to questions <input type="checkbox"/> Students engaged in classroom discussions & questioning <input type="checkbox"/> Student created videos <input type="checkbox"/> Problem-solving assignments with student responses <input type="checkbox"/> Learning target or student objective is posted & communicated <input type="checkbox"/> Portfolio of projects showing real world applications to topics <input type="checkbox"/> Educator questions using higher levels of cognitive thinking <input type="checkbox"/> Technology use by students & teachers to increase participation/engagement <input type="checkbox"/> Other [Insert Text Box here] 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 3.1 Planning				
Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Multiple methods to demonstrate mastery/standard achievement				
Standards-based instruction				
Appropriate resources & accommodations				
Comments:	Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Educator’s direction and procedures are clear to students <input type="checkbox"/> Classroom observations <input type="checkbox"/> Educator reflections <input type="checkbox"/> Assessment data (classroom, local, state, & national levels) <input type="checkbox"/> Student objectives are posted & communicated <input type="checkbox"/> Lesson plans are complete with standard, objective, & assessments noted <input type="checkbox"/> Educator & student reflections <input type="checkbox"/> Lesson plans show relevant standards for lesson taught <input type="checkbox"/> Student work links directly to standard(s) of the lesson <input type="checkbox"/> Learning activities are differentiated for individual learners <input type="checkbox"/> Technology utilized to deliver & enhance instruction <input type="checkbox"/> Educator spoken & written language is correct & conforms to standard English <input type="checkbox"/> Review of student IEP or Individual Learning Plans & makes accommodations <input type="checkbox"/> Lesson structure is clear & allows for various pathways according to the student needs <input type="checkbox"/> Collaborates with support personnel to make modifications <input type="checkbox"/> Other [Insert Text Box here] 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 3.2 Assessment				
Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Utilizing assessments for progress & decision making				
Student awareness of criteria & standards				
Student Feedback				
Comments:	Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Lesson structure is clear & allows for various pathways according to student needs <input type="checkbox"/> Educator provides frequent information to parents regarding student progress <input type="checkbox"/> Students understand how work will be assessed <input type="checkbox"/> Rubrics & standards are posted before work begins <input type="checkbox"/> Educator performs progress monitoring for all students <input type="checkbox"/> Consistent, timely, & appropriate feedback is provided <input type="checkbox"/> Formative & summative assessments are used <input type="checkbox"/> Student presentations <input type="checkbox"/> Lesson plans link student activities to assessment results <input type="checkbox"/> Written feedback on student work <input type="checkbox"/> Educator/student conferences <input type="checkbox"/> Other [Insert Text Box here] 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 3.3 Strategies

Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Educator Strategies				
Utilizing multiple methods				
21 st Century Learning				
Comments:	Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Students take the initiative in planning or adapting activity or project to enhance learning <input type="checkbox"/> Student led classroom discussions <input type="checkbox"/> Lesson plans outline instructional strategies <input type="checkbox"/> Lesson plans how strategies are used for scaffolding/differentiation <input type="checkbox"/> Educator reflection <input type="checkbox"/> Student work reflects use of higher level thinking skills <input type="checkbox"/> Examples of a process or product <input type="checkbox"/> Graphic organizers for understanding <input type="checkbox"/> Non-linguistic representations <input type="checkbox"/> Summarizing activities <input type="checkbox"/> Reward or praise for effort and/or accomplishments at targeted levels of performance <input type="checkbox"/> Student growth log <input type="checkbox"/> Technology integration plan <input type="checkbox"/> 21st Century instructional model <input type="checkbox"/> Other [Insert Text Box here] 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 4.1 Professionalism and Professional Learning

Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Engages in meaningful professional development				
Relies on variety of data to reflect on practice				
Comments:	Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Participation in district professional development <input type="checkbox"/> Participates in & supports district initiatives <input type="checkbox"/> Share information gained from professional development with staff members <input type="checkbox"/> Written evaluation of a professional learning experience <input type="checkbox"/> Video recording of teaching with feedback from a colleague or administrator <input type="checkbox"/> Professional development aligned with goals <input type="checkbox"/> Professional portfolio <input type="checkbox"/> Educator reflection <input type="checkbox"/> Student assessment scores <input type="checkbox"/> Student evaluations <input type="checkbox"/> Parents surveys <input type="checkbox"/> Videotapes of lessons <input type="checkbox"/> Analyzing student formative & summative assessment data to see impact on student growth <input type="checkbox"/> Other [Insert Text Box here] 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 4.2 Being a Leader				
Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Takes active role on instructional team & with community				
Displays honesty & integrity				
Complies with regulations				
Engages stakeholders				
Comments:	Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Supervises & effectively utilizes para-educators <input type="checkbox"/> Attends school events <input type="checkbox"/> Volunteers & serves on committees & school projects <input type="checkbox"/> Notes from meetings with mentors/mentees <input type="checkbox"/> Minutes of meetings (IEP, PLC, SIT, Title I, etc.) <input type="checkbox"/> Participates in PLCs &/or school & district committees <input type="checkbox"/> Portfolio of leadership activities <input type="checkbox"/> Participation in Educator Leader teams <input type="checkbox"/> Earning an Educator Leader endorsement on teaching license <input type="checkbox"/> Agendas created by the Educator in a team leadership role <input type="checkbox"/> Parent contact information (log of phone calls, emails, etc.) <input type="checkbox"/> Maintains confidentiality regarding student & personnel issues <input type="checkbox"/> Written communications are clearly written, no errors, & convey information in a positive manner <input type="checkbox"/> Emails are sent in a timely manner, content is appropriate, & the Educator answers the questions <input type="checkbox"/> Copies of emails, letters, & newsletters 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

	<ul style="list-style-type: none"> <input type="checkbox"/> Willingly complies with school & district regulations <input type="checkbox"/> Punctual to school <input type="checkbox"/> Punctual & attends faculty meetings <input type="checkbox"/> Reports are completed accurately & on time <input type="checkbox"/> Grades are current in student management system <input type="checkbox"/> Student records are completed in a timely manner <input type="checkbox"/> Other [Insert Text Box here]
<ul style="list-style-type: none"> <input type="radio"/> Recommended for Contract Renewal <input type="radio"/> Not Recommended for Contract Renewal <input type="radio"/> Recommended for a Plan of Assistance <input type="radio"/> Contract renewal to be determined at a later date 	

Observation Summary Form

This form summarizes ratings from the standards' rubrics and requires the evaluator to provide a description of areas needing improvement and/or comments about the Educator's practice.

Name of Educator:	
School:	School Year:
Evaluator/Administrator:	District:
Date Completed:	
Check One:	<input type="radio"/> 1-2 years employed by the district <input type="radio"/> 3-4 years employed by the district <input type="radio"/> 5+ years employed by the district

STANDARD 1.1 STUDENT DEVELOPMENT				
Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Assessment of student abilities and needs				
Understanding of student development				
Collaboration with colleagues & stakeholders				
Comments:	Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Learning styles inventories <input type="checkbox"/> Accelerated Reader (AR) <input type="checkbox"/> STAR Reading Skills checklist <input type="checkbox"/> Student needs survey <input type="checkbox"/> Lesson plans reflect understanding of student prerequisite knowledge/skill <input type="checkbox"/> Lesson plans reflect variety of developmentally appropriate instructional approaches <input type="checkbox"/> Reflections on individual learner development 			
Areas of Improvement and/or Plan of Assistance:				

	<input type="checkbox"/> Learning organized in groups or teams <input type="checkbox"/> Conference notes with colleagues <input type="checkbox"/> PLC and/or team time
Resources needed to complete areas of improvement:	<input type="checkbox"/> Parent-teacher conference schedule <input type="checkbox"/> Website-School Library page <input type="checkbox"/> Newsletter <input type="checkbox"/> Community/stakeholder input – surveys, site council meetings, advisory councils, etc.

STANDARD 1.2 Student Differences				
Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Diverse needs of students				
Reflection on practice related to student differences				
Comments:	Sources of Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Student and/or parent questionnaire <input type="checkbox"/> Circulation data <input type="checkbox"/> MTSS utilized <input type="checkbox"/> Special Education and/or ESOL Library Media Specialists collaboration for additional student support <input type="checkbox"/> SIT meetings <input type="checkbox"/> Professional conversations with colleagues/administration <input type="checkbox"/> Models of recent student work posted in either classrooms or hallways <input type="checkbox"/> Feedback to students 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 1.3 Learning Environment

Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Positive learning climate				
Safe/accessible environment				
Student behavior				
Comments:	<p>Sources of Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom rules & procedures established collaboratively <input type="checkbox"/> Responses to parent concerns are professional and culturally sensitive <input type="checkbox"/> Physical space arranged to support student learning <input type="checkbox"/> Electronic communication with students, parents, and families <input type="checkbox"/> Student work displayed & current <input type="checkbox"/> Classroom rituals and routines which promote positive student interactions <input type="checkbox"/> System for non-instructional duties and students assume responsibility for completion <input type="checkbox"/> Transitions occur smoothly <input type="checkbox"/> Safety drills <input type="checkbox"/> Discipline policy is clear and posted <input type="checkbox"/> Immediate response to student issues <input type="checkbox"/> Discipline referrals to office <input type="checkbox"/> Provide psychological support and physical space to enhance student learning 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 2.1 Knowledge of Content

Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Content knowledge demonstrated				
Local/District needs				
Resources				
Comments:	Sources of Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Technology use guidelines <input type="checkbox"/> Organized library services plan <input type="checkbox"/> Library standards document <input type="checkbox"/> Curriculum alignment documents <input type="checkbox"/> Technology usage guidelines – ethics & access <input type="checkbox"/> Student interest inventories <input type="checkbox"/> Lesson plans coordinated to local/district needs <input type="checkbox"/> Local/regional news periodicals <input type="checkbox"/> Needs assessment <input type="checkbox"/> Collection inventories <input type="checkbox"/> Database of library resources <input type="checkbox"/> Library catalog <input type="checkbox"/> Accelerated Reader (AR) <input type="checkbox"/> STAR Reading Test 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 2.2 Content Application				
Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Program alignment to standards				
Application of content knowledge				
Comments:	Sources of Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Library collections aligned to content standards <input type="checkbox"/> Program standards alignment document <input type="checkbox"/> Library/Media Specialist meetings to design cross-curricular projects <input type="checkbox"/> Student projects reflect cross-curricular involvement <input type="checkbox"/> Co-curricular performances tied to subject area <input type="checkbox"/> Learning target or student objective is posted and communicated <input type="checkbox"/> Portfolio of projects showing real world applications to topics <input type="checkbox"/> Questions using higher levels of cognitive thinking <input type="checkbox"/> Technology use by students and teachers to increase participation/engagement <input type="checkbox"/> Students engaged in learning discussions and questioning <input type="checkbox"/> Students utilize technology to develop products such as videos, posters, spreadsheets, etc. <input type="checkbox"/> Problem-solving assignments with student responses 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 3.1 Planning

Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Learning Theory				
Comprehensive library/media plan/resources				
Comments:	<p>Sources of Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research based, best practice <input type="checkbox"/> Learning styles inventories <input type="checkbox"/> Classroom observations <input type="checkbox"/> Reflections on practice <input type="checkbox"/> Comprehensive list of library services and resources <input type="checkbox"/> Student objectives posted and communicated <input type="checkbox"/> Lesson plans complete with standard, objective, and assessments noted <input type="checkbox"/> Student reflections <input type="checkbox"/> Student work links directly to standard(s) of the lesson 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 3.2 Assessment

Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Assessment of integrated program				
Cultural diversity				
Use of student feedback				
Comments:	Sources of Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Lesson structure is clear and allows for various pathways according to the student needs <input type="checkbox"/> Students understand how work will be assessed <input type="checkbox"/> Rubrics and standards are posted before work begins <input type="checkbox"/> Progress monitoring for all students <input type="checkbox"/> Consistent, timely, & appropriate feedback <input type="checkbox"/> Formative & summative assessments <input type="checkbox"/> Student presentations <input type="checkbox"/> Lesson plans link student activities to assessment results <input type="checkbox"/> Written feedback on student work <input type="checkbox"/> Library/Media Specialist student conferences <input type="checkbox"/> Demographic data <input type="checkbox"/> Diverse resources in response to demographics <input type="checkbox"/> Students engage in discussion regarding media services <input type="checkbox"/> Student surveys 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 3.3 Strategies

Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Implementation of a 21 st Century Model				
Utilization of multiple strategies				
Technology tools				
Comments:	<p>Sources of Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Technology integration plan <input type="checkbox"/> 21st Century instructional model: collaboration, communication, creativity, critical thinking <input type="checkbox"/> Students take initiative in planning or adapting learning activities, as well as student led-discussions <input type="checkbox"/> Lesson plans show how strategies are used for scaffolding/differentiation <input type="checkbox"/> Student work reflects use of higher level thinking skills <input type="checkbox"/> Examples of a process or product <input type="checkbox"/> Graphic organizers for understanding or non-linguistic representations <input type="checkbox"/> Summarizing activities <input type="checkbox"/> Reward or praise for effort and/or accomplishments at targeted levels of performance <input type="checkbox"/> Individual & group work <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Role play <input type="checkbox"/> Multimedia <input type="checkbox"/> Alignment to 5 R's: rigor, relevance, relationships, responsive culture, results <input type="checkbox"/> Electronic database for resources <input type="checkbox"/> Variety of technology (software & hardware) <input type="checkbox"/> Presentation tools <input type="checkbox"/> Internet 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 4.1 Professionalism and Professional Learning

Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Engages in meaningful professional learning				
Relies on variety of data to reflect on practice				
Comments:	Sources of Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Participation in district professional learning <input type="checkbox"/> Participates in and supports district initiatives <input type="checkbox"/> Share information gained from professional learning with staff members <input type="checkbox"/> Written evaluation of a professional learning experience <input type="checkbox"/> Video recording of teaching with feedback from a colleague or administrator <input type="checkbox"/> Professional learning aligned with goals <input type="checkbox"/> Professional portfolio <input type="checkbox"/> Individual reflection <input type="checkbox"/> Student assessment scores <input type="checkbox"/> Student evaluations <input type="checkbox"/> Parent surveys <input type="checkbox"/> Videotapes of lessons <input type="checkbox"/> Analyzing student formative and summative assessment data to determine impact on student growth 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 4.2 Leadership				
Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Takes active role on instructional team and with community				
Displays honesty & integrity				
Complies with regulations				
Stakeholder involvement				
Comments:	Sources of Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Supervises and effectively utilizes paras/aides <input type="checkbox"/> Attends school events <input type="checkbox"/> Volunteers and serves on committees and school projects <input type="checkbox"/> Notes from meetings with mentors/mentees <input type="checkbox"/> Minutes of meetings (IEP, PLC, SIT, Title I, etc.,) <input type="checkbox"/> Participates in PLCs and/or school and district committees <input type="checkbox"/> Portfolio of leadership activities <input type="checkbox"/> Participation in Library/Media Specialist Leader teams <input type="checkbox"/> Library/Media Specialist Leader endorsement on teaching license <input type="checkbox"/> Agendas created by Library/Media Specialist in a team leadership role <input type="checkbox"/> Parent contact information (log of phone calls, emails, etc.,) <input type="checkbox"/> Maintains confidentiality regarding student and personnel issues <input type="checkbox"/> Written communications clearly written, no errors, and convey information in a positive manner <input type="checkbox"/> Emails sent in a timely manner, content is appropriate, & answers to questions/concerns are provided <input type="checkbox"/> Copies of emails, letters, & newsletters <input type="checkbox"/> Compliance with school & district regulations <input type="checkbox"/> Punctuality to school/school events <input type="checkbox"/> Faculty meetings and/or PLCs <input type="checkbox"/> Reports completed accurately and on time <input type="checkbox"/> Grades are current in student management system <input type="checkbox"/> Student records completed in timely manner <input type="checkbox"/> Open house <input type="checkbox"/> Library events <input type="checkbox"/> Book fair <input type="checkbox"/> Advisory Board 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				
○ Recommended for Contract Renewal				

- Not Recommended for Contract Renewal
- Recommended for a Plan of Assistance
- Contract renewal to be determined at a later date

Observation Summary Form

This form summarizes ratings from the standards' rubrics and requires the evaluator to provide a description of areas needing improvement and/or comments about the Educator's practice.

Name of Educator:	
School:	School Year:
Evaluator/Administrator:	District:
Date Completed:	
Check One:	<input type="radio"/> 1-2 years employed by the district <input type="radio"/> 3-4 years employed by the district <input type="radio"/> 5+ years employed by the district

STANDARD 1.1 Student Development				
Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Assessment of student need for counseling services				
Understanding of student development				
Collaboration with colleagues and stakeholders				
Comments: Areas of Improvement and/or Plan of Assistance: Resources needed to complete areas of improvement:	Sources of Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Needs assessments <input type="checkbox"/> Counselor reflections on individual learner development <input type="checkbox"/> Learning organized in groups or teams <input type="checkbox"/> Lesson plans reflect understanding of student prerequisite knowledge/skill <input type="checkbox"/> Lesson plans reflect Counselor familiarity with wide range of pedagogical techniques <input type="checkbox"/> Learning styles inventories <input type="checkbox"/> Student work samples <input type="checkbox"/> Lesson plans with adaptations identified <input type="checkbox"/> Developmentally appropriate lesson plans & activities <input type="checkbox"/> Conference notes with colleagues <input type="checkbox"/> Parent-teacher conference schedule <input type="checkbox"/> Parent-teacher conference notes/summary <input type="checkbox"/> Community/stakeholder input 			

STANDARD 1.2 Learner Differences				
Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Appropriate counseling skills & techniques				
Reflection on practice				
Comments:	Sources of Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Schedules of classroom guidance and small group counseling topics <input type="checkbox"/> Student progress monitoring <input type="checkbox"/> Student and/or parent surveys <input type="checkbox"/> Counseling rules and procedures established collaboratively <input type="checkbox"/> Learning organized in groups or teams <input type="checkbox"/> Meetings with Special Education and/or ESOL Counselors for additional student support <input type="checkbox"/> Participation in IEP, Individual Learning Plans, and SIT Meetings <input type="checkbox"/> Lesson plans reflect familiarity with wide range of pedagogical techniques <input type="checkbox"/> Models of recent student work posted in either classrooms or hallways <input type="checkbox"/> Feedback to students <input type="checkbox"/> Student work samples <input type="checkbox"/> Pre-tests and/or post-tests 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 1.3 Student Environment

Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Assessment of student environment				
Positive counseling climate				
Effect of counseling services				
Comments:	<p>Sources of Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Electronic communication with students, parents, & families <input type="checkbox"/> Conducts home visits <input type="checkbox"/> Meets with parents <input type="checkbox"/> Responses to parent concerns are handled with professionalism and cultural sensitivity <input type="checkbox"/> Needs assessment <input type="checkbox"/> Surveys <input type="checkbox"/> Rules & procedures established collaboratively <input type="checkbox"/> Provides rituals and routines which promote positive student interactions <input type="checkbox"/> System for non-instructional duties is in place and students assume responsibility for completion <input type="checkbox"/> Pre & post tests <input type="checkbox"/> Student self-assessments <input type="checkbox"/> Teacher assessments of students <input type="checkbox"/> Physical space can be rearranged to support student learning <input type="checkbox"/> Provide psychological support and physical space to enhance student learning 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 2.1 Knowledge of Content

Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Content knowledge demonstrated				
Counseling program design				
Reference to counseling curriculum and standards				
Comments:	Sources of Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum committee work documentation <input type="checkbox"/> Counselor developed assessments and rubrics <input type="checkbox"/> Feedback to students <input type="checkbox"/> List of readings/research <input type="checkbox"/> Written documentation of counseling programs and services <input type="checkbox"/> Daily schedule or calendar <input type="checkbox"/> Analysis of daily time spent to highlight direct/indirect service <input type="checkbox"/> Group & classroom guidance topic list <input type="checkbox"/> Lesson plans reflect understanding of prerequisite knowledge <input type="checkbox"/> Student work samples <input type="checkbox"/> Data from pre and post tests <input type="checkbox"/> Student involvement in classroom developed activities 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 2.2 Content Application				
Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Program alignment to standards				
Application of district mission, vision, and goals				
Comments:	Sources of Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Standards alignment document <input type="checkbox"/> National and state counseling standards document <input type="checkbox"/> Outline of district comprehensive counseling program <input type="checkbox"/> Needs assessment <input type="checkbox"/> Mission, vision, goal document <input type="checkbox"/> Counselor meetings to design cross curricular projects 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 3.1 Planning

Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Implementation of a theory based counseling program				
Utilization of appropriate techniques				
Comments:	<p>Sources of Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor statement of theoretical orientation <input type="checkbox"/> Artifacts in office <input type="checkbox"/> Counselor directions and procedures are clear to students <input type="checkbox"/> Classroom observations <input type="checkbox"/> Counselor reflections <input type="checkbox"/> Assessment data (classroom, local, state, and national levels) <input type="checkbox"/> Comprehensive planning document <input type="checkbox"/> Student objectives are posted and communicated <input type="checkbox"/> Lesson plans are complete with standard, objective, and assessments noted <input type="checkbox"/> Counselor and student reflections <input type="checkbox"/> Student work links directly to standard(s) of the lesson 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 3.2 Assessment

Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Assessment of comprehensive counseling program				
Program adjustment for cultural diversity				
Use of student feedback				
Comments:	Sources of Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Lesson structure is clear & allows for various pathways according to the student needs <input type="checkbox"/> Counselor provides information as needed to parents regarding student progress <input type="checkbox"/> Rubrics and standards are posted <input type="checkbox"/> Consistent, timely, & appropriate feedback is provided <input type="checkbox"/> Counselor/student conferences <input type="checkbox"/> Group counseling session <input type="checkbox"/> Classroom guidance schedule <input type="checkbox"/> Lesson plans reflect awareness of diversity of student population <input type="checkbox"/> Group counseling topics <input type="checkbox"/> Counselor language is inclusive and reflects awareness of diversity of student population <input type="checkbox"/> Learning activities are differentiated for individual learners <input type="checkbox"/> Student presentations <input type="checkbox"/> Needs assessments and/or surveys <input type="checkbox"/> Pre-tests and/or post-tests 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 3.3 Strategies

Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Implementation of 21 st Century model				
Utilization of multiple strategies				
Variation of technology tools				
Comments:	<p>Sources of Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student led discussions <input type="checkbox"/> Counselor reflection <input type="checkbox"/> Student work reflects use of higher level thinking skills <input type="checkbox"/> Examples of a process of product <input type="checkbox"/> Graphic organizers for understanding <input type="checkbox"/> Non-linguistic representations <input type="checkbox"/> Summarizing activities <input type="checkbox"/> Reward or praise for effort and/or accomplishments at targeted levels of performance <input type="checkbox"/> Student growth log <input type="checkbox"/> Technology integration plan <input type="checkbox"/> 21st Century instructional model <input type="checkbox"/> Group counseling session <input type="checkbox"/> Classroom guidance schedule <input type="checkbox"/> Individual counseling available <input type="checkbox"/> Observation of classroom guidance lessons <input type="checkbox"/> Time/task analysis showing time spent in direct/indirect service to students <input type="checkbox"/> Lesson plans show how strategies are used for scaffolding/differentiation <input type="checkbox"/> Consultation logs <input type="checkbox"/> Classroom guidance lessons that use available technology <input type="checkbox"/> Use of technology to communicate with parents and other stakeholders <input type="checkbox"/> Counselor presence on website (e.g., "Counselor's Corner", posting important information, etc.) <input type="checkbox"/> Technology integration plan 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 4.1 Professionalism and Professional Learning

Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Engages in meaningful professional learning				
Relies on variety of data to reflect on practice				
Comments:	Sources of Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Participation in district professional development <input type="checkbox"/> Participates in and support of district initiatives <input type="checkbox"/> Share information gained from professional development with staff members <input type="checkbox"/> Written evaluation of a professional learning experience <input type="checkbox"/> Video recording of teaching with feedback from a colleague or administrator <input type="checkbox"/> Professional development aligned with goals <input type="checkbox"/> Professional portfolio <input type="checkbox"/> Counselor reflection <input type="checkbox"/> Student assessment scores <input type="checkbox"/> Student evaluations <input type="checkbox"/> Parent surveys <input type="checkbox"/> Videotapes of lessons <input type="checkbox"/> Analyzing student formative and summative assessment data to see impact on student growth 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

STANDARD 4.2 Leadership				
Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Takes active role on instructional team and with community				
Displays honesty & integrity				
Complies with regulations				
Stakeholder involvement				
Comments:	Sources of Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Supervises and effectively utilizes para-educators <input type="checkbox"/> Attends schools events <input type="checkbox"/> Volunteers and serves on committees and school projects <input type="checkbox"/> Notes from meeting with mentors/mentees <input type="checkbox"/> Minutes of meetings (IEP,PLC,SIT,TITLE I, etc.) <input type="checkbox"/> Participates in PLCs and/or school activities <input type="checkbox"/> Portfolio of leadership activities <input type="checkbox"/> Participation in Counselor Leader teams <input type="checkbox"/> Earning a Counselor Leader endorsement on teaching license <input type="checkbox"/> Agendas created by the Counselor in a team leadership role <input type="checkbox"/> Parent contact information (log of phone calls, emails, etc.) <input type="checkbox"/> Maintains confidentiality regarding student & personnel issues <input type="checkbox"/> Written communications are clearly written, no errors, & convey information in a positive manner <input type="checkbox"/> Emails are sent in a timely manner, content is appropriate, and the Counselor answers the questions <input type="checkbox"/> Copies of emails, letters, & newsletters <input type="checkbox"/> Willingly complies with school and district regulations <input type="checkbox"/> Punctual to school <input type="checkbox"/> Punctual and attends faculty meetings <input type="checkbox"/> Reports are completed accurately and on time <input type="checkbox"/> Grades are current in student management system <input type="checkbox"/> Student records are completed in a timely manner <input type="checkbox"/> Assessment coordination documentation <input type="checkbox"/> Counselors posts or otherwise shares counseling department goals and mission statement 			
Areas of Improvement and/or Plan of Assistance:				
Resources needed to complete areas of improvement:				

	<ul style="list-style-type: none"><input type="checkbox"/> Involvement of community partners in counseling program (speakers, incentives, mentors, partners)<input type="checkbox"/> Copies of newsletters, emails, letters
<ul style="list-style-type: none"><input type="radio"/> Recommended for Contract Renewal<input type="radio"/> Not Recommended for Contract Renewal<input type="radio"/> Recommended for a Plan of Assistance<input type="radio"/> Contract renewal to be determined at a later date	

Observation Summary-Element 1

This form summarizes ratings from the standards' rubrics and requires the evaluator to provide a description of areas needing improvement and/or comments about the Building Educator's practice.

Name of Building Educator: _____

School _____

School Year _____

Evaluator/Administrator _____

District _____

Date Completed _____

Check one: _____ Building Educator (within first three years in district)

_____ Teacher (over 4 years in district)

STANDARD 1.1 Supporting Students

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Recognizes student achievements				
Student activities & support				
Access to support personnel				

<p>Comments:</p> <p>Areas of Improvement &/or Plan of Assistance:</p> <p>Resources needs to complete the areas of improvement</p>	<p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Building student recognition plan (stakeholder input) <input type="checkbox"/> Programs from student celebrations <input type="checkbox"/> Award/recognition events <input type="checkbox"/> Home visits <input type="checkbox"/> Building display case & bulletin board <input type="checkbox"/> Individual notes for recognition <input type="checkbox"/> Record of student/family communication—telephone calls, emails, letters <input type="checkbox"/> Certificates of recognition <input type="checkbox"/> District website or building link <input type="checkbox"/> District/building newsletter <input type="checkbox"/> Newspaper articles <input type="checkbox"/> District social media page <input type="checkbox"/> Observations by colleagues or administrators <input type="checkbox"/> School climate survey <input type="checkbox"/> Student activity budget <input type="checkbox"/> Building activity scrapbook(s) or historical journal/log <input type="checkbox"/> Student involvement/orientation fair <input type="checkbox"/> Student handbook <input type="checkbox"/> Student participation data/record <input type="checkbox"/> Individual Plan of Study (IPS)
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	<ul style="list-style-type: none">□ Press release□ Photographs at student events□ Counselor appointment log□ Nurse appointment log□ Other support personnel— appointment record□ Building posters/bulletin boards□ Group health events (e.g., health fair)□ Group counseling/academic events (ACT/SAT prep, college recruitment visits, bullying awareness)□ Master schedule of support personnel access/staffing□ Surveys (student, parent, & staff)
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STANDARD 1.2 Supporting Staff

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Distributed leadership				
Recognizes staff efforts				
Utilization of personnel				
Induction of personnel				

<p>Comments:</p> <p>Areas of Improvement &/or Plan of Assistance:</p> <p>Resources needs to complete the areas of improvement:</p>	<p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Award/recognition events <input type="checkbox"/> Building display case & bulletin boards <input type="checkbox"/> Record of staff communication— telephone calls, emails, letters <input type="checkbox"/> Certificates of recognition <input type="checkbox"/> District website or building link <input type="checkbox"/> District/building newsletter <input type="checkbox"/> Newspaper articles <input type="checkbox"/> District social media page <input type="checkbox"/> Staff recognition building plan (stakeholder input) <input type="checkbox"/> Individual notes for recognition <input type="checkbox"/> Leadership team framework/annual plan <input type="checkbox"/> Leadership team minutes <input type="checkbox"/> Leadership team log/record <input type="checkbox"/> School climate survey <input type="checkbox"/> Staff leadership survey <input type="checkbox"/> Leadership needs assessment <input type="checkbox"/> Leadership team agenda <input type="checkbox"/> Staff attendance at leadership training/development <input type="checkbox"/> Staffing plan <input type="checkbox"/> PLC teams <input type="checkbox"/> New staff orientation <input type="checkbox"/> Mentor/Mentee program notes <input type="checkbox"/> Staff induction notes/agenda <input type="checkbox"/> Record of licensed personnel matched with correct assignment/content <input type="checkbox"/> New staff satisfaction survey/needs assessment <input type="checkbox"/> Record/log of on-going staff support
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STANDARD 2.2 Personnel Management

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Personnel files				
Monitors & evaluates personnel				

<p>Comments:</p> <p>Areas of Improvement &/or Plan of Assistance:</p> <p>Resources needs to complete the areas of improvement:</p>	<p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Personnel/Staff Handbook <input type="checkbox"/> District hiring policy/process <input type="checkbox"/> Negotiated agreement <input type="checkbox"/> Position descriptions <input type="checkbox"/> Notes reference checks <input type="checkbox"/> Confidentiality policy <input type="checkbox"/> Evaluation instrument <input type="checkbox"/> Evaluation process and/or negotiated agreement <input type="checkbox"/> Schedule of staff evaluations/rotation <input type="checkbox"/> District evaluation schedule <input type="checkbox"/> Record of classroom walk-throughs <input type="checkbox"/> Summary data from classroom walk-throughs <input type="checkbox"/> Log of staff professional conversations <input type="checkbox"/> Time cards and/or work history <input type="checkbox"/> Staff handbook <input type="checkbox"/> Classified personnel handbook
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Observation Summary-Element 3

STANDARD 3.1 School Culture

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Developing positive school culture & goals				
Student discipline				

<p>Comments:</p> <p>Areas of Improvement &/or Plan of Assistance:</p> <p>Resources needs to complete the areas of improvement</p>	<p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> District handbook/Student handbook <input type="checkbox"/> Student/family communication – parent letters, welcome notes, & invitations <input type="checkbox"/> Building posters, bulletin boards, displays <input type="checkbox"/> Daily announcements <input type="checkbox"/> Notes from stakeholder input <input type="checkbox"/> Newspaper articles <input type="checkbox"/> District website/building link <input type="checkbox"/> School vision & mission statement – written & posted <input type="checkbox"/> District strategic plan <input type="checkbox"/> Letterhead/school signage, etc. <input type="checkbox"/> Hallway banners or posters <input type="checkbox"/> Student handbook <input type="checkbox"/> Student discipline policy <input type="checkbox"/> Student IEP or Individual Learning Plans and accommodations <input type="checkbox"/> Student discipline referral records <input type="checkbox"/> Log of parent contacts <input type="checkbox"/> Home visits/consultations <input type="checkbox"/> Attendance data & recommendations <input type="checkbox"/> Graduation & promotion rates
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STANDARD 3.2 Instructional Program

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Curriculum knowledge.				
Instructional Delivery				

<p>Comments:</p> <p>Areas of Improvement &/or Plan of Assistance:</p> <p>Resources needs to complete the areas of improvement:</p>	<p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Notes/minutes from curriculum meetings <input type="checkbox"/> Courses or other professional learning completed <input type="checkbox"/> Examples of curriculum changes initiated <input type="checkbox"/> Master class/building schedule <input type="checkbox"/> Record of district/building research conducted and/or data analyzed <input type="checkbox"/> District/building curriculum maps <input type="checkbox"/> District/building curriculum guides <input type="checkbox"/> Evidence of curriculum alignment to standards <input type="checkbox"/> Individual Plan of Study <input type="checkbox"/> Classroom walk-through observations <input type="checkbox"/> Analysis of classroom walk-through data <input type="checkbox"/> Plan for implementation of findings from building data analysis <input type="checkbox"/> Record of professional conversations with staff <input type="checkbox"/> Notes from curriculum meetings with teachers <input type="checkbox"/> MTSS & tiered intervention schedule
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STANDARD 3.3 Assessments

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Continuous improvement model				
Assessment & analysis of data				
Communicates trends				

<p>Comments:</p> <p>Areas of Improvement &/or Plan of Assistance:</p> <p>Resources needs to complete the areas of improvement:</p>	<p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Log of student data collection & analysis <input type="checkbox"/> Rubrics from performance assessments <input type="checkbox"/> Summary of evidence comparing instruction to student learning (and changes across time) <input type="checkbox"/> Summary of formative & summative assessment data <input type="checkbox"/> School improvement Plan <input type="checkbox"/> Professional learning plan <input type="checkbox"/> Teacher/Student conferences <input type="checkbox"/> Schedule of curriculum/instruction staff meetings <input type="checkbox"/> Outline of recommendations for instructional improvement <input type="checkbox"/> List of curriculum utilized and/or new curriculum implemented <input type="checkbox"/> MTSS implementation and log of tiered intervention <input type="checkbox"/> Notes comparing school curriculum to College & Career Ready Standards <input type="checkbox"/> Individual Plan of Study (IPS) <input type="checkbox"/> Notes from faculty meetings <input type="checkbox"/> Parent letters <input type="checkbox"/> School website <input type="checkbox"/> Stakeholder forum <input type="checkbox"/> Stakeholder listserv <input type="checkbox"/> Newsletters <input type="checkbox"/> Newspaper articles <input type="checkbox"/> Presentations to civic organizations <input type="checkbox"/> Communication with student government/student organizations
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STANDARD 4.2 Engagement

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Stakeholder engagement				
Honesty & integrity; confidentiality ensured				
Advocacy; educational leader & legislator engagement				

<p>Comments:</p> <p>Areas of Improvement &/or Plan of Assistance:</p> <p>Resources needs to complete the areas of improvement:</p>	<p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Minutes of Site Council meetings; PTO/PTA meetings, parent meetings <input type="checkbox"/> Attendance log for school/community events <input type="checkbox"/> Volunteer list to serve on committees & school projects <input type="checkbox"/> Portfolio of leadership activities <input type="checkbox"/> School Improvement Plan & log of input/feedback for continuous improvement <input type="checkbox"/> Documentation of professional/interpersonal interactions <input type="checkbox"/> District confidentiality policy <input type="checkbox"/> Evidence of confidentiality regarding student/personnel issues <input type="checkbox"/> SAMPLE written communication – clear, accurate, positive <input type="checkbox"/> SAMPLE emails – timely response, appropriate accurate content <input type="checkbox"/> Documentation of support for school/district regulations <input type="checkbox"/> Evidence of reports completed accurately and on-time <input type="checkbox"/> Evidence of staff evaluations completed as per district/state guidelines <input type="checkbox"/> District approved education/evaluation tool <input type="checkbox"/> Member of professional organization (relevant to job description) <input type="checkbox"/> Office/leader of professional organization <input type="checkbox"/> Minutes of meetings – staff, Site Councils, parents, students <input type="checkbox"/> Notes from meetings with other school leaders <input type="checkbox"/> Presentations to local civic organizations
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	<ul style="list-style-type: none"><li data-bbox="894 201 1354 260">□ Meetings with legislators and/or testifies at legislative hearings<li data-bbox="894 264 1317 323">□ School/University articulation agreements<li data-bbox="894 327 1414 386">□ Evidence of research conducted on policy/issues effecting education
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Observation Summary Form—Element 1

This form summarizes ratings from the standards' rubrics and requires the evaluator to provide a description of areas needing improvement and/or comments about the District Leader's practice.

Name of District

Leader: _____

School Year

Board of Education/Evaluator

Date Completed

Check one: _____ District Leader (within first three years in district)

_____ District Leader (over 4 years in district)

STANDARD 1.1 Supporting Students

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Recognizes student achievements				
Resources for student support services & student activities				

<p>Comments:</p> <p>Areas of Improvement &/or Plan of Assistance:</p> <p>Resources needs to complete the areas of improvement</p>	<p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> District student recognition plan <input type="checkbox"/> Programs from student celebrations <input type="checkbox"/> Award/recognition events <input type="checkbox"/> Individual notes for recognition <input type="checkbox"/> Record of student/family communication – telephone calls, emails, letters <input type="checkbox"/> Certificates of recognition <input type="checkbox"/> District website/newsletter <input type="checkbox"/> Newspaper articles <input type="checkbox"/> District social media page <input type="checkbox"/> Photographs at student events <input type="checkbox"/> School improvement plan – log and ongoing summary of improvements <input type="checkbox"/> Contracts (e.g., mental health contract with local health department) <input type="checkbox"/> District schedule of support personnel access/staffing <input type="checkbox"/> Support service budget(s) <input type="checkbox"/> Surveys (student, parent, staff) <input type="checkbox"/> Student activities budget(s)
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	<ul style="list-style-type: none"> <input type="checkbox"/> Student participation data/record <input type="checkbox"/> Individual Plan of Study (IPS)
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STANDARD 1.2 Supporting Staff

Rubric Criteria	Novice	Developing	Proficient	Distinguished
District leadership capacity				
Recognizes staff efforts				
Induction & orientation of personnel				
Staffing/utilization				

<p>Comments:</p> <p>Areas of Improvement &/or Plan of Assistance:</p> <p>Resources needs to complete the areas of improvement:</p>	<p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> District staff recognition plan (stakeholder input) <input type="checkbox"/> Award/recognition events <input type="checkbox"/> Record of staff communication – telephone calls, emails, letters <input type="checkbox"/> Certificates of recognition <input type="checkbox"/> District website/newsletter <input type="checkbox"/> Newspaper articles <input type="checkbox"/> District social media page <input type="checkbox"/> Individual notes for recognition <input type="checkbox"/> Presentations at administrator meetings or Board of Education <input type="checkbox"/> District plan for distributed leadership <input type="checkbox"/> Leadership development goals with professional learning plan <input type="checkbox"/> Leadership team meeting agenda/minutes <input type="checkbox"/> Staff survey for distributed leadership/leadership capacity <input type="checkbox"/> Staff attendance at leadership training/development <input type="checkbox"/> Policy/procedure for new staff orientation/induction <input type="checkbox"/> New staff orientation <input type="checkbox"/> Staff induction agenda/notes <input type="checkbox"/> Mentor/mentee program notes <input type="checkbox"/> Needs assessment of new staff <input type="checkbox"/> New staff satisfaction survey <input type="checkbox"/> District staff utilization plan <input type="checkbox"/> Record of licensed personnel matched in correct assignments/content <input type="checkbox"/> Record of personnel transferred within district
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	<input type="checkbox"/> Goals for future staffing needs
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STANDARD 1.3 Supporting Board of Education

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Works with Board of Education				
Conduct of conduct & ethics				

<p>Comments:</p> <p>Areas of Improvement &/or Plan of Assistance:</p> <p>Resources needs to complete the areas of improvement:</p>	<p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Board of Education meeting agendas/minutes <input type="checkbox"/> Regularly scheduled meetings with Board of Education President <input type="checkbox"/> Orientation meetings for new Board of Education Members <input type="checkbox"/> Periodic reviews with Board of Education to identify policy changes <input type="checkbox"/> District website <input type="checkbox"/> Board of Education tweet, text, or listserv <input type="checkbox"/> Notes regarding policy/legislative changes <input type="checkbox"/> State/regional association agenda/minutes <input type="checkbox"/> Summary of individual research/reading <input type="checkbox"/> Updates on district policies, personnel matters, or administrative issues <input type="checkbox"/> Board of Education – Code of Conduct & Professional Ethics <input type="checkbox"/> District Personnel – Code of Conduct & Professional Ethics <input type="checkbox"/> Minutes from Board of Education meetings regarding code of conduct development <input type="checkbox"/> Staff input regarding Code of Conduct/Ethics
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STANDARD 2.1 Operations

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Budgeting & accounting controls				
M/R; capital outlay; long range financial & facilities planning				
Resources				

<p>Comments:</p> <p>Areas of Improvement &/or Plan of Assistance:</p> <p>Resources needs to complete the areas of improvement</p>	<p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Current district budget <input type="checkbox"/> Appointments with KSDE personnel <input type="checkbox"/> Appointments with district external auditors <input type="checkbox"/> Sample budgets (instructional support, PD, vocational, co-curricular) <input type="checkbox"/> Monthly financial statements <input type="checkbox"/> Inventories – building, equipment, etc. <input type="checkbox"/> Record of purchase orders/receipts <input type="checkbox"/> Insurance programs & addendums <input type="checkbox"/> District audit report <input type="checkbox"/> District fiscal policies and guidelines <input type="checkbox"/> Capital outlay purchasing program <input type="checkbox"/> Long range financial plan; long range facilities plan <input type="checkbox"/> Financial summary to Board of Education (to date) <input type="checkbox"/> Facility maintenance/repair plan <input type="checkbox"/> PK-12 curriculum/instruction budget <input type="checkbox"/> Classroom budgets <input type="checkbox"/> Class/content area inventory <input type="checkbox"/> Proposed collaborative partnerships <input type="checkbox"/> Technology needs assessment <input type="checkbox"/> Comprehensive district technology plan <input type="checkbox"/> Newly funded projects – budget & summary
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STANDARD 2.2 Personnel Management

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Recruiting & retention				
District policies for personnel evaluation				
Personnel Recordkeeping				

<p>Comments:</p> <p>Areas of Improvement &/or Plan of Assistance:</p> <p>Resources needs to complete the areas of improvement:</p>	<p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Position descriptions <input type="checkbox"/> District recruitment/retention plan <input type="checkbox"/> Personnel/Staff Handbook <input type="checkbox"/> District Handbook & Policy <input type="checkbox"/> Notes from reference checks process <input type="checkbox"/> District approved evaluation tool(s) <input type="checkbox"/> Evaluation process and/or negotiated agreement <input type="checkbox"/> District evaluation schedule <input type="checkbox"/> Record of classroom walkthroughs <input type="checkbox"/> Log of administrative professional conversations <input type="checkbox"/> Time cards and/or work history <input type="checkbox"/> Attendance data (staff, teacher) <input type="checkbox"/> Board of Education policy or minutes <input type="checkbox"/> Confidentiality Policy <input type="checkbox"/> Negotiated Agreement <input type="checkbox"/> Procedure for district documentation storage <input type="checkbox"/> Negotiations with education association <input type="checkbox"/> Board of Education policy
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STANDARD 3.1 District Vision

Rubric Criteria	Novice	Developing	Proficient	Distinguished
District mission, vision & goals				
Instructional Leadership				

<p>Comments:</p> <p>Areas of Improvement &/or Plan of Assistance:</p> <p>Resources needs to complete the areas of improvement</p>	<p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> District vision and mission – written and posted <input type="checkbox"/> District SMART goals <input type="checkbox"/> Professional reflections <input type="checkbox"/> Individual professional learning plan <input type="checkbox"/> District correspondence (BOE meeting minutes, agenda, parent letters, site councils, civic organizations, etc.) <input type="checkbox"/> Leadership team agendas <input type="checkbox"/> School improvement plans <input type="checkbox"/> Board of Education updates <input type="checkbox"/> Staff & parent surveys <input type="checkbox"/> Community/stakeholder survey
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STANDARD 3.2 Strategic Plan

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Strategic Plan development				
Strategic plan implementation				

<p>Comments:</p> <p>Areas of Improvement &/or Plan of Assistance:</p> <p>Resources needs to complete the areas of improvement:</p>	<p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategic plan <input type="checkbox"/> Visits to other schools/districts <input type="checkbox"/> Community Forum agenda and notes <input type="checkbox"/> Stakeholder input <input type="checkbox"/> Board of Education work sessions/minutes (showing strategic plan updates and implementation stages) <input type="checkbox"/> Log of leadership team, PLC, and other efforts toward strategic plan implementation <input type="checkbox"/> Presentations on strategic planning to other districts at conferences <input type="checkbox"/> Public/community presentations <input type="checkbox"/> Community forum agenda and notes <input type="checkbox"/> Stakeholder input <input type="checkbox"/> Professional reflections
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STANDARD 3.3 Curriculum, Instruction, Assessments

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Assessment and analysis of data				
Alignment of curriculum/instruction to standards				

<p>Comments:</p> <p>Areas of Improvement &/or Plan of Assistance:</p> <p>Resources needs to complete the areas of improvement:</p>	<p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formative and summative assessments <input type="checkbox"/> Scored rubrics from performance assessments <input type="checkbox"/> Local testing data (i.e., MAP student data) <input type="checkbox"/> Supplementary program data (i.e., summer school, tutoring, extended day) <input type="checkbox"/> Classroom walkthrough observations <input type="checkbox"/> Plan for implementation of findings from building/district data analysis <input type="checkbox"/> Recommended changes to student programs and/or instruction based on data <input type="checkbox"/> MTSS and tiered intervention time <input type="checkbox"/> Individual Plan of Study (IPS) <input type="checkbox"/> Notes comparing district curriculum to College & Career Ready Standards <input type="checkbox"/> Evidence of curriculum alignment to standards <input type="checkbox"/> District curriculum maps/guides <input type="checkbox"/> Instructional programs that meet state accreditation requirements <input type="checkbox"/> Outline of curriculum changes recommended/initiated <input type="checkbox"/> Master class/building schedule <input type="checkbox"/> Record of district research conducted and/or data analyzed <input type="checkbox"/> District curriculum maps/guides
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STANDARD 4.2 Engagement

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Stakeholder engagement and community partnerships				
Displays honesty & integrity				
Advocate for staff, students & school				

<p>Comments:</p> <p>Areas of Improvement &/or Plan of Assistance:</p> <p>Resources needs to complete the areas of improvement:</p>	<p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Community forum <input type="checkbox"/> Site Council, PTO/PTA, etc. – agendas & minutes <input type="checkbox"/> Generate volunteers – for communities and school projects <input type="checkbox"/> Portfolio of leadership activities <input type="checkbox"/> Stakeholder/community contact information (log of phone calls, emails, etc.) <input type="checkbox"/> Survey of stakeholders <input type="checkbox"/> Membership in civic organizations <input type="checkbox"/> Serve as officer or on committee of civic organization <input type="checkbox"/> Evidence of community resources used <input type="checkbox"/> Collaboration/partnerships with community agencies <input type="checkbox"/> Maintain confidentiality regarding student and personnel issues <input type="checkbox"/> Written communications – clear and positively convey information <input type="checkbox"/> Emails - timely response, appropriate, questions answered <input type="checkbox"/> Open support for school & district regulations <input type="checkbox"/> Reports completed accurately and on time <input type="checkbox"/> Teacher evaluations completed according to district & state guidelines <input type="checkbox"/> District approved tool to evaluate teachers/educators <input type="checkbox"/> Membership in professional organization <input type="checkbox"/> Officer or committee member in professional organization <input type="checkbox"/> Presentations to civic organizations <input type="checkbox"/> Meetings with legislators and/or testify <input type="checkbox"/> School/University articulation agreements <input type="checkbox"/> Attend school events
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GBK Suspension

The superintendent of schools shall have the authority to suspend any employee with or without pay for a period of time which shall expire at the next regular or special meeting of the board or as otherwise specified by the board or as provided in GBK-R.

Approved: 02/06/2012

GBN Nonrenewal and Termination

GBN

Nonrenewal or termination shall be in accordance with Kansas law and the negotiated agreement, as applicable.

Approved: 08/12/2019

GBO Resignation

GBO

Option 1:

The board shall consider any licensed employee's resignation which is submitted to the board in writing. The board may accept resignations from employees under contract when the resignation will be in the best interests of the district. Also see the negotiated agreement.

A licensed employee who has signed a contract and accepted a teaching position in the district for the coming year or who has not resigned by the continuing contract notice deadline shall not be released from that contract to accept another position until a suitable replacement has been employed.

If the licensed employee terminates employment in the district without complying with board policy, the board may petition the State Board of Education to have the teacher's license suspended.

Option 2:

The board shall consider any licensed employee's resignation which is submitted to the board in writing. The board may accept resignations from employees under contract when the resignation will be in the best interests of the district and when such resignations are accompanied by full payment for any applicable liquidated damages due to the board for release from contract pursuant to the negotiated agreement.

If the licensed employee terminates employment in the district without complying with board policy and the negotiated agreement on liquidated damages, the board may petition the State Board of Education to have the teacher's license suspended.

Exit Interviews

Exit interviews may be conducted after an employee resigns.

Approved: July 9, 2018

GBQ-R Retirement

The board reserves the right to terminate the employment of any staff member if the board has a good faith doubt that the employee cannot fulfill the employee's contractual obligations and/or policies and rules of the board because of a mental or physical infirmity.

The board reserves the right to have its employees examined by a physician of its choice to determine whether or not the employee is mentally and/or physically able to fulfill the obligations of the employment contract and/or policies and rules of the board.

The costs for any examination referred to in this rule shall be borne by the board.

Approved:

Supplement to GBQ-R

B. Retirement Incentive

A retiring teacher will receive the Retirement Incentive if they give notice in writing to the Clerk of the Board on or before Jan. 15 of his/her pending retirement at the end of the contract year, have attained the years of service requirement listed below and have reached the minimum age of 53. The Board shall pay the retired teacher an annual lump sum of \$3,000 into the teacher's 403 (b) account with a current district provided vendor for a period not to exceed the lesser of five (5) years or the year the retiree is eligible to receive Medicare. The annual lump sum payment will be made in January of the year following retirement and each January thereafter until all benefits have been paid. The amount paid shall be pro-rated according to the length of service USD #488, USD #441 or USD #113 as follows:

<u>Years of Service</u>	<u>Percentage</u>
20	100
16	80
12	60

In the event of any reduction in force after the negotiated date of the early retirement incentive, the Board of Education will re-open district retirement options for those who qualify within the district for a period of not less than five working days.

C. Payment for Accumulated Sick

Retiring teachers, who give notice on or before the continuing contract deadline set forth by the State Legislature of the current year, will receive \$15 per day not to exceed 45 days for accumulated sick leave to be paid in a lump sum at retirement. (see Article XIV –section A for the exception)

D. Withdrawing a Request to Retire

A teacher may withdraw his/her request to retire due to changed circumstances, however, the Board reserves the right to accept or deny the withdrawal. If a \$3000 bonus was paid, it must be re-paid to the district before the Board allows the resignation to be withdrawn.

E. Written Application for the Early Retirement Program

Written application for the early retirement must be received by the Clerk of the Board no later than the Jan. 15 of the current year and include the following information:

1. A statement of the applicant's desire to take early retirement.
2. The anticipated date of retirement.
3. The applicant's birth date and age on the date of retirement.
4. The number of years the applicant has been employed by the district, which must be verified by the Clerk of the Board from the official district's records.

5. A statement specifying when the applicant is eligible for Medicare.
6. Only service in USD #488, USD #441 or USD #113 is applicable for determining eligibility and benefits under the Early Retirement Incentive Plan.

GBQA

MISSING

GBR Working Schedule (See JGF)
Work Schedules
Attendance Required

MISSING

GBRC Professional Development (See GAN and GBRH)
MISSING

GBRD Staff Meetings

GBRD

Staff meetings for licensed personnel shall be called by the administration.

Approved: 08/12/2019

GBRE Additional Duty

GBRE

The board may establish other educational assignments that may extend beyond the school day or time class is in session. Compensation for such assignments, if any, will be as specified in the negotiated agreement.

Approved: 08/08/2016

GBRF Student and Parent Conferences

GBRF

Teachers shall be available for student and/or parent conferences at mutually convenient times. The principal may schedule individual or building-wide parent-teacher conferences as necessary.

Approved: 02/08/2016

GBRG Non-school Employment

Professional employees shall not be excused during their regularly assigned schedule to engage in outside employment which, by its nature or duration, will impair the effectiveness of their professional service.

Approved: 02/06/2012

GBRGA Consulting

Professional employees may be excused by the board of education to perform technical or professional services as consultants to other school districts, government agencies or private industry.

Approved: 02/06/2012

GBRGB Tutoring for Pay

Parents who feel that their children need tutoring may discuss the situation with the building principal, counselor, or the teacher. Tutoring assignments may be accepted by the teacher involved, when recommended by the principal and superintendent, and approved by the board of education prior to the beginning of any such instruction.

Approved: 02/06/2019

GBRH Leaves and Absences (See GBRC)

GBRH

Licensed employees will be provided with paid and unpaid leave in accordance with applicable law and the negotiated agreement. The board reserves the right to grant additional leave.

Approved: 08/12/2019

SICK LEAVE BANK

(Supplement to GBRIB-R)

1. Establishment

The Board of Education of USD No. 113 hereby provides for the establishment by participating teachers of a sick-leave bank. Said bank will enable the participating teachers of the district to extend their number of leave days when necessary, by using from the pool made possible by teachers volunteering days from their sick leave. The bank will be available to all teachers volunteering days to the bank.

2. Administration

For the purposes of administration the Clerk of the Board and the Payroll Clerk will process the applications from the teacher requesting leave extension. Applications will be obtained from and submitted to the building principal.

3. Framework

The sick-leave bank will be established by participants placing two or more of their unused sick-leave days at the disposal of the bank. Days within the bank are not to be less than ninety (90). When the bank drops below this number each participant will be asked to contribute one further day of sick leave. All participants will have to make available to the bank their days of leave prior to September 1 of the current school year. Cost of participation will be two days of sick leave initially and one day or more of sick leave each time the bank falls below ninety (90) days.

4. Eligibility and Participation

All certified employees under the jurisdiction of this contract will be eligible to participate upon the depletion of their accumulated leave provided that he or she contributes initially two days of

leave to the bank and continues to make available any other days of leave to the bank as are required to keep said bank operational.

Participation in the bank will be determined by the following criteria:

- a. The sick days may be used for teacher illness and/or illness of the teacher's immediate family.
- b. Sick-leave Bank days shall not be used to extend normal delivery and/or recovery from delivery as determined by the employee's physician.
- c. All personal days must be exhausted before sick bank can be utilized.
- d. The leave of a teacher must be approved by five committee members..
Committee will consist of one teacher from each building, appointed by SEA, and two board members.
- e. If the teacher has accumulated 80 to 90 sick-leave days with the district they may draw out of the sick-leave bank up to 10 days.
- f. If the teacher has accumulated 60 to 79 sick-leave days with the district they may draw out of the sick-leave bank up to 15 days.
- g. If the teacher has accumulated 10 to 59 sick-leave days with the district they may draw out of the sick-leave bank up to 20 days.

Approved: 02/06/2012

GBRIBA Disability Leaves

Any teacher who becomes disabled due to illness or injury or anticipates becoming disabled for reason including, but not limited to, surgery, hospital confinement, medical treatment, confinement at home by order of the teacher's physician, or pregnancy may become eligible for a leave of absence based upon said disability upon compliance with the rules hereinafter set forth.

Any teacher who reasonably anticipates becoming disabled because of any of the reasons set forth above shall give written notice to the superintendent of the condition expected to result in disability as soon as the condition which may result in the disability is known to the teacher. In addition, such notice shall contain a statement from the teacher specifying the date on which the teacher wishes to commence disability leave and the expected date on which the teacher wishes to resume duty following recovery from said disability and a statement from the teacher's physician concerning the teacher's present general health and physical capacity to work.

Where a teacher desires to continue in the performance of duty during the period of time from the date of giving notice to the superintendent, as set forth above, to the date of disability, the teacher shall be permitted to do so only when the teacher's physician provides a statement stating that said teacher is physically capable of continuing to perform assigned duties. Such statement shall establish the time period, in the opinion of said physician, during which the teacher is expected to be capable of performing said duties.

After consultation with the teacher, the teacher's immediate supervisor, if any, and principal, the superintendent shall determine whether or not the teacher is capable of performing assigned duties up to the date requested by the teacher.

In no event shall the board be obligated to permit a teacher anticipating a state of disability to continue in the performance of duty where the performance of duty of said teacher has substantially declined from that performance shown by the teacher prior to consultation with the superintendent provided in the paragraph immediately preceding.

The statement of the teacher's physician concerning the teacher's general health and physical capacity to work shall be submitted to the board of education together with the recommendation of the superintendent concerning the teacher's continued performance of assigned duties. The board will consider both the recommendations of the superintendent and the physician's statement when acting to allow said teacher's continued performance of assigned duties after notification of the anticipated disability. The board reserves the right to have the teacher examined by a physician of the board's choice at school district expense.

Failure or refusal of the teacher to furnish a physician's report or to be examined by the board's physician shall preclude the teacher from receiving any sick leave benefits for any disability and effect a waiver of said eligibility to resume assigned duties.

If the teacher does not agree to the findings of the superintendent, the teacher may request a hearing before the board to state reasons for continuance of assigned duties. The hearing must be requested by the teacher in writing within a reasonable period of time prior to the regular board of education meeting when said teacher's future

employment status will be determined. Said request will be delivered to the superintendent or the clerk of the board.

The board will make its decision within a reasonable period of time after hearing all on the evidence presented by the teacher, the superintendent and the teacher's physician. Said decision will be based on the evidence presented at the hearing.

Returning to Duty

The teacher who submits a written physician's report that the teacher is physically fit for full-time employment may be declared eligible for resumption of duties.

If the superintendent or the teacher's immediate supervisor has a good faith doubt that the teacher is capable of resuming regular classroom duties, the superintendent shall conduct an inquiry to determine whether the teacher is capable of resuming regular classroom duties. The findings and conclusions of the superintendent's inquiry will be given to the teacher in writing at the conclusion of the investigation. If the findings and conclusions are contrary to the opinion of the teacher and the teacher's physician, the teacher may request a hearing before the board to resolve the matter. The request for said hearing shall be given to the clerk of the board in writing within a reasonable period of time after receipt of the superintendent's report. The board will hold the hearing at the next regularly scheduled board meeting.

Whenever, in the opinion of the board, the dates for the commencement of an anticipated disability leave and/or the dates for the resumption of duties would substantially interfere with the administration of the school or with the education of students, the requested dates may be changed by the board. The teacher shall resume

assigned duties no later than the first day of the school year following the date that the teacher was declared eligible for resumption of duties. Failure to appear for resumption of duties shall be deemed a resignation by the teacher.

When it is mutually agreed to between the teacher and the board that the teacher will not resume contracted duties for the school year in which the teacher would be eligible to resume duty, the teacher shall be separated from employment as provided by GBN and GBN-R. The board will have discharged its responsibility after offering to allow the teacher to resume duty in the first vacancy for which the teacher is certified that occurs after the teacher has been declared eligible for resumption of duty.

If the board has a good faith doubt that an employee, not returning to duty after a disability, is actually unable to resume contracted duties, the board may request that the employee be examined by a physician of the board's choice at district expense. If the physician's report is that the employee is able to resume work, the board may require the employee to do so or to be placed on unpaid leave and possible suspension. The employee may request a hearing to resolve the matter before the board as herein provided previously.

Extension or Reductions of Leave

Where disability leaves have been approved, the commencement or termination dates thereof may be further extended or reduced for medical reasons upon application by the teacher to the board. Such extensions or reductions may be granted by the board for additional reasonable periods of time provided, however, that the board may alter the requested dates upon a finding that such extension or reduction would substantially

interfere with the administration of the school and/or with the education of the students and provided further that such change by the board is supported by reasonable evidence.

The provisions of this regulation shall not be deemed to impose on the board any obligations to grant or extend a leave of absence to any nontenured teacher beyond the end of the contract school year in which the leave is obtained.

Leave Benefits

All personnel benefits accrued by the teacher at the date the disability leave begins will be retained during disability leave unless the person concerned shall have severed an employment relationship by resignation. No additional personnel benefits will accrue during the period of disability leave except as expressly provided by law.

The provisions of this policy and regulation shall not be applicable and shall be of no force or effect during any period of time not covered by a contract of employment with the teacher.

A leave of absence due to a disability may be chargeable to the sick leave of the teacher. (Cf. GBRIB & GBRIB-R)

District disability or sick leave benefits shall be reduced by any duplicating monetary benefit received by the employee under any plan, including a plan established by law, toward which the board contributes or for which the board pays. The board will retroactively adjust district benefits provided by the board under on plan when granted prior to the notice that the employee has elected to file for benefits under another plan provided in full or in part by the board, e.g., an employee's utilizing paid sick leave for a disability and filing for benefits under workmen's compensation which would be paid,

duplicate all or part of the benefit provided earlier, and increase the employer's contribution rate because of the loss-experience record.

Such retroactive adjustment may involve a prorated deduction in wages to compensate for duplication of benefits or an endorsing all or part of the benefit over to the district. In either case, a proration of sick leave taken earlier will be reinstated to the employee's accrued accumulated sick leave. The adjustment will be conducted as group insurance companies coordinate benefits so that the employee receives the best adjustment of his full claim, but never more than the full amount of his claim. Such an adjustment shall not affect any personal insurance coverage carried by the employee in which the board is not a contributor.

Approved: 02/06/2012

GBRJ Substitute Teaching

GBRJ

Qualified substitute teachers shall be secured for the district.

The superintendent or the superintendent's designee may meet with potential substitutes before the start of each school year.

The principals shall compile a list of available substitute teachers, and each principal shall have a current list.

Principals or other designated employees shall be responsible for obtaining substitute teachers from the list and employing them as needed.

The board shall establish the rate of pay for substitute teachers annually.

Candidates will be given information regarding expectations in performance of their job duties.

Substitutes are encouraged to prepare, in advance, for the subjects in which they are most likely to substitute in case lesson plans are not available.

Approved: 07/11/2022

An educator in the performance of assigned duties shall:

- meet and continuously maintain applicable certification or licensure requirements as defined by state and/or federal law for position held;
- actively support and pursue the district's educational mission;
- recognize the basic dignity of all individuals;
- maintain professional integrity;
- avoid accepting anything of substantial value offered by another which is known to be or which may appear to influence judgment or the performance of duties;
- accurately represent professional qualifications; and
- be responsible to present any subject matter in a fair and accurate manner.

Approved: 01/09/2017

GCA Compensation Guides and Contracts

Non-certified employees shall be paid according to the rules of the board.

MISSING

Approved: 02/06/2012

GCI Classified Employee Evaluation

All classified employees shall be evaluated twice during their first year of employment and at least once a year during subsequent years. Evaluation documents will be on file with the clerk of the board.

Approved: 02/06/2012

GCIA Evaluation of Coaches and Sponsors

GCIA

All employees contracted to coach or sponsor an activity shall be evaluated annually. Evaluation documents will be on file with the clerk of the board.

Coaches and sponsors shall be evaluated by the supervisor to whom they are assigned. Evaluations shall be based on the employee's personal qualities, their commitment to duty, their work skills, and other appropriate issues related to the activity sponsor/coach job description. A copy of the completed evaluation shall be given to the employee after it is signed by the employee and the evaluator and will be placed in the employee's personnel file.

Approved: 07/11/2022

GCIJ Classified Employee Handbook

See adopted handbook. Current Classified Handbook goes here.

GCK Suspension

MISSING

Non-School Employment

GCRF

Classified employees shall not be excused during their regularly scheduled duty day to perform outside employment unless, upon receipt of the employee's leave request, the supervisor determines:

- The requesting employee has adequate leave time available;
- The requesting employee's absence will not interfere with regular work operations;
and
- The leave is approved prior to the requested leave being taken.

The supervisor may approve leave without pay for extraordinary circumstances.

Except as otherwise specified above, classified employees shall not engage in outside employment which interferes with their job duties or responsibilities.

Approved: 02/13/2023

GCRG Leaves

GCRG

(See GBRH)

Paid Leave

Full-time employees will be credited with paid leave in accordance with handbook language approved by the board.

Unpaid Leave

The board may grant a period of unpaid leave as determined by the board. The period of leave and reason for unpaid leave shall be determined by the board unless otherwise prescribed by law. The board shall not be required to pay any salary or benefits during periods of unpaid leave except as may be required by law.

Jury Leave

Any employee called to jury duty will be granted paid leave and such leave will not be deducted from the employee's credited paid leave.

Approved: 07/11/2022

GCRH Vacations
MISSING

GCRI **paid Holidays**

MISSING

Lactation Accommodations